DOCUMENT RESUME

ED 299 650 CS 506 446

AUTHOR Sathrum, Janice
TITLE Learning through Communication. Teacher's Manual.
INSTITUTION West Concord Public Schools Independent School District 205, MN.
SPONS AGENCY Minnesota Council on Quality Education, St. Paul.
PUB DATE 87
NOTE 77p.; Project funded by the Minnesota Council on Quality Education.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Art Activities; *Communication (Thought Transfer); Grade 1; Grade 2; Instructional Materials; *Learning Disabilities; *Learning Processes; *Parent Student Relationship; Primary Education; *Reading Skills; Teaching Guides; *Written Language

ABSTRACT

This guide is intended to inform school districts about the Learning through Communication Program. The goals of the program are (1) to prevent summer loss of reading skills for Chapter 1 and learning disabled students in grades one and two; (2) to involve parents in the learning process of their child; and (3) to increase the child's ability and desire to respond with written communication and to see the positive value of written language in his/her young life. The guide contains 35 pages of illustrated art projects. Three evaluation charts (Sucher-Allred Reading Placement Test scores); a parent's handbook with directions, samples, checklists, and a questionnaire, all related to how to use the packet; and a note on the table of contents are attached. (MS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299650

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Janice Sathrum
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LEARNING THROUGH COMMUNICATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TEACHER'S MANUAL

A PROJECT DEVELOPED WITH GRANT FUNDS
PROVIDED BY THE MINNESOTA COUNCIL ON QUALITY EDUCATION

JANICE SATHRUM

Minnesota Council on Quality Education

West Concord Public Schools
Independent School District No. 205
P.O. Box 38
West Concord, Minnesota 55985

CS506446

BEST COPY AVAILABLE

WEST CONCORD PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 205
P.O. BOX 38
WEST CONCORD, MINNESOTA 55985

MR. KENNETH DOTY
Superintendent of Schools

Mrs. Roma Kraus, Elementary Principal and
Chapter I Director

Mrs. Janice Sathrum, Chapter I Lead Teacher and
Director of Learning Through Communication

Board of Education

Russell Finne, Chairman
Delano Paulson, Clerk
John McMahon, Treasurer
Al Gilbert, Director
Kathy Urch, Director
Carl Watson, Director
Brian Weber, Director

Author: - Mrs. Janice Sathrum is the Director of Learning Through Communication. She is also Chapter I Lead Teacher for the West Concord Public Elementary School.

Developed under a grant from The Minnesota Council on Quality Education. Copyright © Council on Quality Education, State of Minnesota, 1987. Published and distributed by School District No. 205.

Permission is given for classroom teachers or project leaders to reproduce any materials to be used with students and all pages of the Parent's Handbook. Reproduction of other sections of the manual are strictly forbidden.

Printed in U. S. A.

TABLE OF CONTENTS

Introduction to Guide 1

Goals and Objectives of Learning Through Communication . . . 2

Sample List of Phonetic Elements as Basis for Cards for Summer Program 4

Teacher's Role 5

Project Director's Role (Principal or Teacher) 6

Budget 7

Recapitulation of Requirements for Summer Program 8

Vowel Word Lists 9

Phonetic Cards (Sample) 19

Form for Teacher's Use When Writing to Pupils 22

Form for Pupil's Return Letter 23

* Sample Art Projects Sufficient for Two Years 24

Evaluation and Discussion of Outcome, Cautions, etc 47

Parent's Handbook 53

* See Appendix

INTRODUCTION TO GUIDE

The purpose of this guide is to inform school districts about the Learning Through Communication program. The goal of the program is to prevent summer loss of reading skills for Chapter I and L.D. students in grades one and two. If funding is limited it is recommended that students of grade one receive first priority as it is apparent that since they have spent only one year learning their reading skills they will tend to forget them at a more rapid rate than the second graders. If funding is not a problem you will want to include the second grade students.

The Iowa Basic Tests, reading section, and Sucher-Allred Reading Inventory Tests show that some participants at both grade levels were able to move from specialized programs to regular classroom instruction. Although that was not an expected outcome it was a welcome result. (See evaluation in appendix)

Responses were so positive to the project that I would like to share two of them with you.

- "The summer reading program that Mrs. Janice Sathrum authored was excellent, in our opinion, and we would want to see this program supported and funded so as to enable parents to systematically help their child maintain reading skills through the summer.

  I especially appreciated having a set plan to work with with our son rather than at random trying to accomplish reading with a boy who hated it! I'm also excited to learn from Mrs. Sathrum of a few positive changes to improve the program.

  I would also say that the little prizes for incentives were very important to our son and the cost of the prize is not a factor. It does provide some motivation that a child with reading difficulties so desperately needs."

- "I feel that a project like this is very much needed in our school system for children with a learning problem. Our child not only retained what he learned in second grade but improved, I think, in his reading and writing skills.

  It also taught him to complete a project no matter how difficult it was and that reading is fun, not just something you have do do for school. It brought the whole family together with one common goal, to help Ben. All the attention he got helped him build more self-confidence."

On the following pages you will find the goals, objectives and materials of the project.

The primary goal is to prevent summer loss of reading skills of the learning disabled or slow learners (about 1/4 to 1/3 of the class of grades 1 and 2, but could be restricted to just first grade if funds are limited).

A weekly packet is sent by mail, beginning two weeks after school closes and continuing until one week before school begins (a total of 10 weeks). It is to be sent to each student selected and contain the following: (1) a personal letter written by the teacher (the classroom teacher, Chapter I teacher or LD teacher) at the reading level reached by each group at the end of the school term. (2) a set of cards presenting the new vocabulary words of each letter written by the teacher. (3) a set of phonetic cards which are selected on the basis of words covered at the end of the first grade (a total of about forty sounds). See list on following page. (4) a short worksheet to accompany the teacher's letter to the student that reviews phonetic principles, comprehension, etc. (5) a word list (one vowel sound, long or short, each week) to be pronounced with parent until fluent. (6) a form letter, to be filled in by the student, for a reply to the teacher. (7) a paperback book, written at the appropriate level (a new one to be sent each week). (8) some type of art project (very simple). See samples in guide. (9) A checklist for the parents to check off the items completed. (10) appropriate rewards for items satisfactorily completed (books, stickers, erasers, gum, balloons, etc.). This item is essential to maintain the excitement over the weekly packet (just like opening a big Crackerjack box).

The second goal is to involve parents in the learning process of their child. Their contribution will be to follow the Parent's Handbook directions and check off on the checklist those items completed so that rewards can be sent in the next weekly packet.

A self-addressed stamped envelope should be included in each packet for the return of the child's completed worksheet, letter and checklist.

The objective in involving parents is to increase their knowledge of the learning process and to make them aware of the powerful influence they can have on their child's education.

A parent's handbook of procedures for parents should be handed out at the individual spring conference or at a group meeting of parents involved. At this time you will want to explain the entire program to the parents.

A fall meeting could be held for the purpose of obtaining parents' input and evaluation of the program. You may prefer to send a letter informing parents of fall test results and parental comments. An evaluation section is included in the Parent's Handbook for this purpose which is to be returned when school opens in the fall.

The third and last goal is to increase the child's ability and desire to respond with written communication and to increase the child's ability to see the positive value of written language in his/her young life.

The child will use the form provided in the weekly packet to write a short letter with the help of a parent. Depending on the level of maturity he/she may wish to write a few sentences and dictate the rest to the parent. In that way he/she can learn to formulate sentences but not have the task of doing all the writing.

This is a sample list of phonetic elements I include on cards for my learning packets. I could have added other blends but chose not to do so since students seem to have little trouble with the blends. I feel the text being used will determine those selected by each school.

1 - EA
2 - OW
3 - WAR
4 - OY
5 - IR
6 - IGH
7 - ALL - ALK
8 - IND - ILD
9 - TCH
10 - TURE
11 - AIR
12 - MB
13 - ICE
14 - EX
15 - IE
16 - BLE - CLE - TLE
17 - ER
18 - OI
19 - KN
20 - NK
21 - NG
22 - WA
23 - EIGH
24 - UR
25 - OR
26 - AU
27 - AW
28 - CH
29 - SH
30 - EAR
31 - CK
32 - EW
33 - OLD
34 - WH
35 - OU
36 - ING
37 - $\overline{OO}$ - $\breve{OU}$
38 - AR
39 - ARE (AS IN CARE)
40 - AY
41 - WOR
42 - TH

TEACHER'S ROLE

The teacher will prepare, weekly, unless otherwise indicated, the following: (a) a letter to pupils (one letter is used for all students unless the teacher involved feels a need to be more specialized to meet varied needs of students). (b) cards for vocabulary words to accompany each letter (packet). (c) ten word lists, one for each long and short vowel, one to be used for each week. (d) cards for phonetic elements which could be given out to parents at the individual or group conference rather than mailing them. (e) a letter form for the child's weekly reply to the teacher. (f) a parent's checklist to indicate items completed. (g) a simple art project. (h) a stamped, self-addressed (teacher's address) envelope to be enclosed in the packet for returning the student's letter, worksheet and parent's checklist. All aforementioned items are to be enclosed in a manila envelope, along with a book of the correct reading level which could serve as one of the weekly prizes. The first mailing will take place one or two weeks after the close of the school term.

After the first week the teacher must read the letters, correct the worksheets, etc., total the points and place the appropriate number of prizes in the child's packet for the next week.

Packets must be taken to the post office and weighed (we found Wednesday to be the best mailing day).

As a district, you may want to modify the program by having the packets mailed every two weeks. This might have its advantages as there would be more time for parents to work on the material and return it on time. Packets would then be mailed as soon as the school term ended. This two week packet schedule would modify the number of packets to about seven as opposed to ten in the original plan. It would also cut costs. If the two week plan is implemented I <u>strongly suggest that a card be sent</u> to each child at the beginning of the second week to ensure that the packet has not been put aside and forgotten as could so easily happen.

PROJECT DIRECTOR'S ROLE (PRINCIPAL OR TEACHER)

The Parent's Handbook ideally would be prepared by office staff under direction of the person in charge (any of the above).

In addition to preparing the handbook the following things need to be done by someone in authority or be delegated to someone. (a) Order books for appropriate level to send in packets weekly or alternate weeks if funds are limited. One may want to consider asking children to bring in easy to read books that are in good condition so that books need not be purchased. (b) Hold a spring meeting for parents to go over the Parent's Handbook to explain just how the parents will be involved. (1) The meeting could be a group meeting at which time the principal (or teacher doing the project during the summer) could explain the handbook and the sample packet thoroughly, allowing time for parental questions. (2) Individualized meetings (including the parent and child involved) could be held in place of the group meeting. (This is what I preferred and would become the teacher's role.) (c) The following are points which must be stressed: (1) Parents should set aside a special time for packet work (i.e. after breakfast, etc.). (2) Results depend on an adequate amount of time being spent, preferably daily. (3) Contact the teacher if there is a problem so that the teacher can come into the home and demonstrate specific helps for the child's problem. (4) Emphasize, parental patience is of the utmost importance. (5) Either parent may do the packet. Some of our biggest successes have involved fathers in the role of teacher. A competent older sister or brother, grandmother or grandfather, or even babysitter, has been found to be effective. However, it must be done consistently. (d) Hold a fall meeting for evaluating the results of the project or send out a letter to each parent with specific outcomes of the summer's project, reporting the individual placement test scores of the Reading Placement Inventory Test given in the fall.

BUDGET (APPROXIMATE GUIDELINES)

SALARY FOR TEACHER: $730.00

(Based on mid-step of 18 step schedule for school year of 184 days. Estimate salary at $21,500/184 days/5 hours equals $14.60 per hour or $730.00 for ten weeks for 15 students from grades one and two)

OPTIONS:

a. Do summer program every 2 weeks beginning immediately after school is out. (7 weeks) $511.00 (15 first and second graders).

b. Do for only first grade 10 weeks. 2½ hours per week x $14.60 = $366.00.

c. Although the above options are a possibility, the ideal would be to include all Chapter I students of grades one and two and also the L.D. students of grades one, two, and even three.

SUPPLIES:

1.	White envelopes	$ 2.00
2.	6" X 9" manila envelopes to be used for mailing the student packets	8.00
3.	Prizes (rewards) to be used as rewards for points earned in checklist	62.00
4.	Paperback books to be sent alternate weeks or weekly and read with parent	100.00
5.	Postage for self-addressed envelopes to be put in packets and also postage for the 6" X 9" packets	115.00
	Total for supplies.....	$287.00

As you have read through the manual you have been made aware of materials needed in the weekly packet. They were:

1. Enough legal size white envelopes to use for the number of students X the number of weeks you plan to run the summer program - 15 students X 10 weeks = 150 envelopes (These are the envelopes that will have the person's (teacher's) address and be already stamped for the child's use in sending back the checklist, child's letter, art project and worksheet to the teacher).

2. Prizes (rewards to be used for points earned in parent's checklist!)

3. Paperback books to be sent weekly or in alternate weeks (depends on funds available) cost between $100 and $200.

4. Postage for self-addressed envelopes which are enclosed in packets plus postage on 6" X 9" packet for 15 pupils X 10 weeks. About $135.00.

5. The teacher's letter written to students.

6. Cards containing phonetic elements to be handed out at parents' group meeting or at individual parent's meetings. See list on page 4.

7. Vocabulary cards to introduce words in teacher's letter which are beyond the reading level of the child.

8. A short worksheet to go with the teacher's letter.

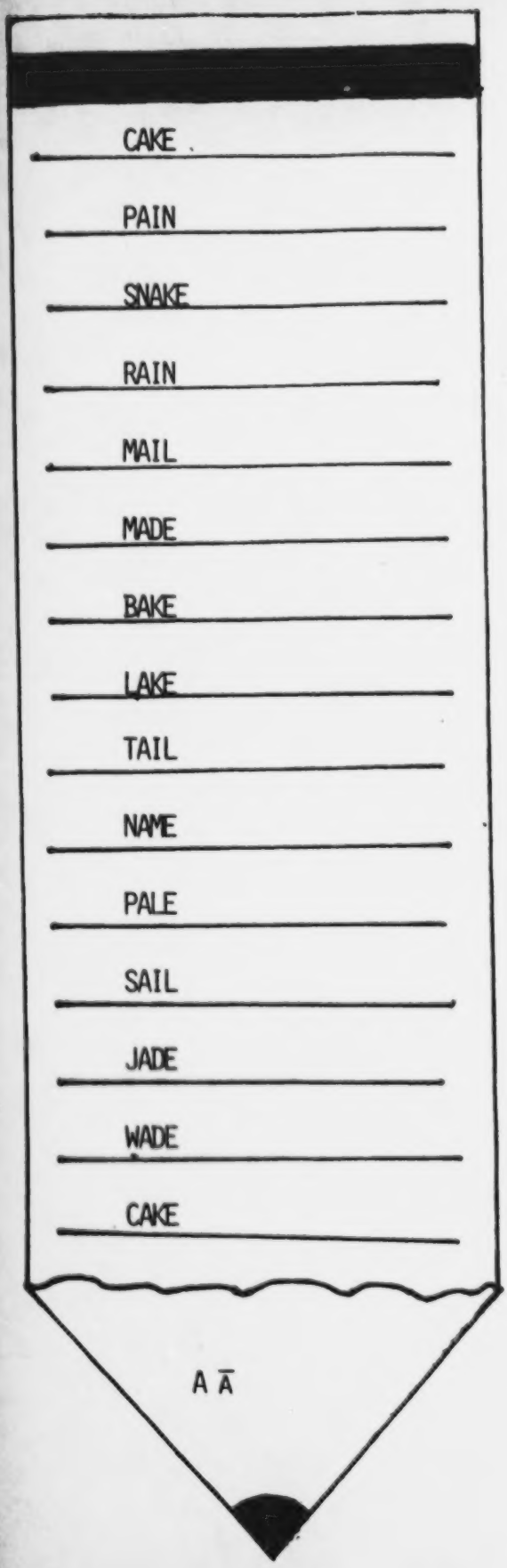
9. A parent's checklist to be used to indicate items completed to return to the teacher.

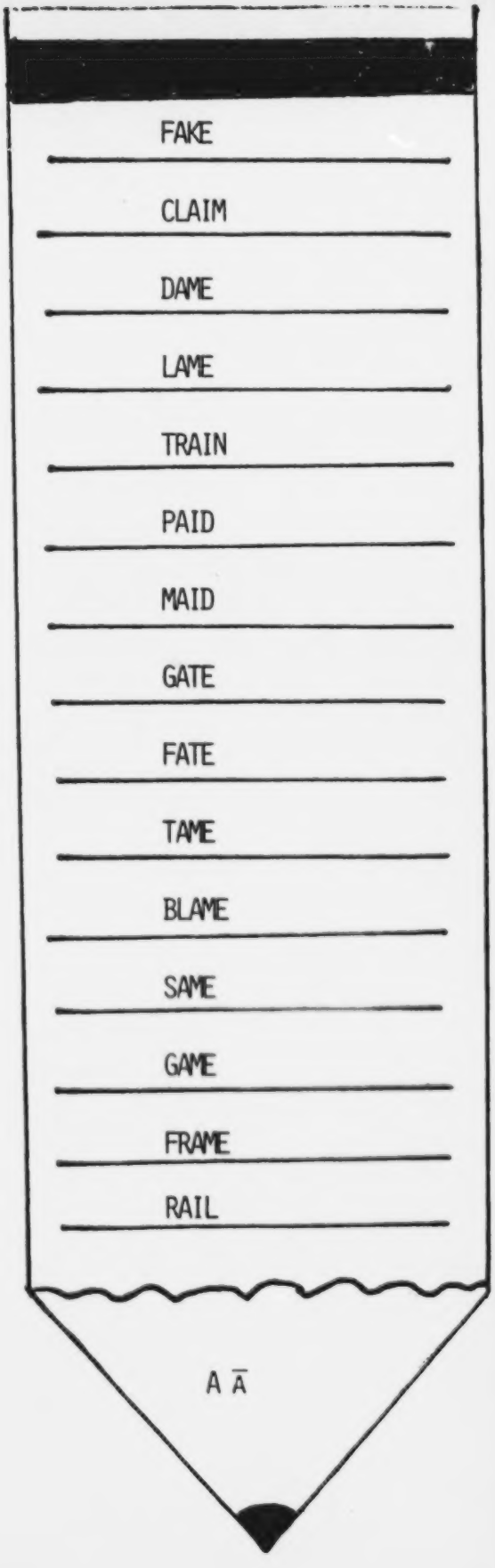
10. A sample art project (optional) but we have been doing it.

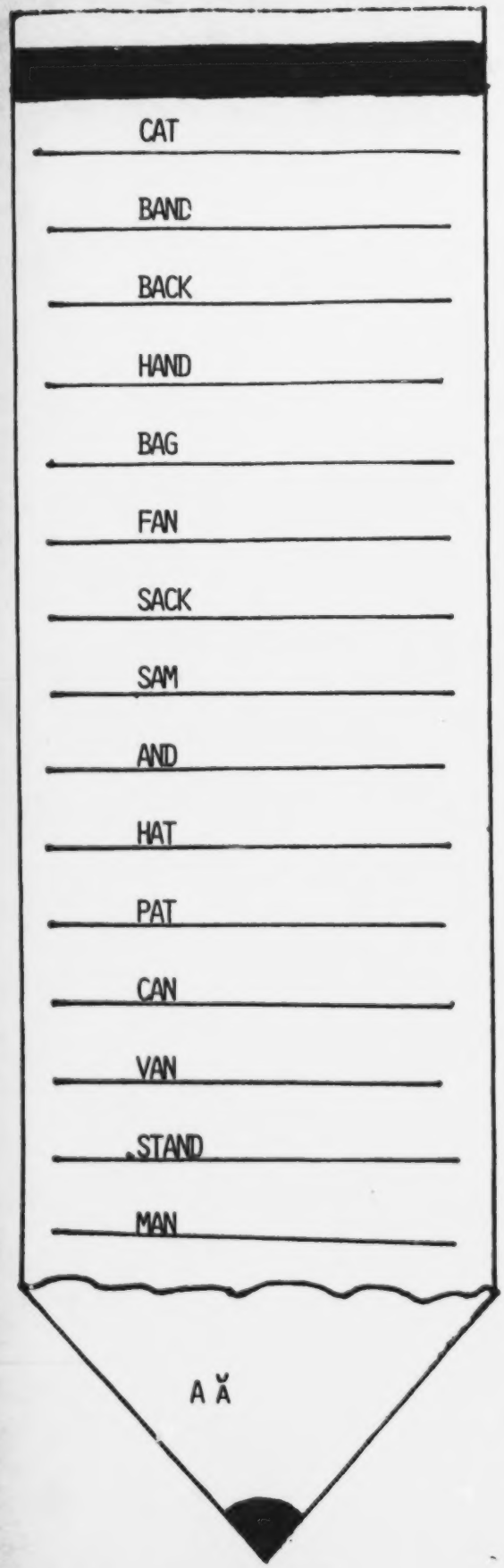
11. A form for child to use to write the weekly letter back to the teacher.

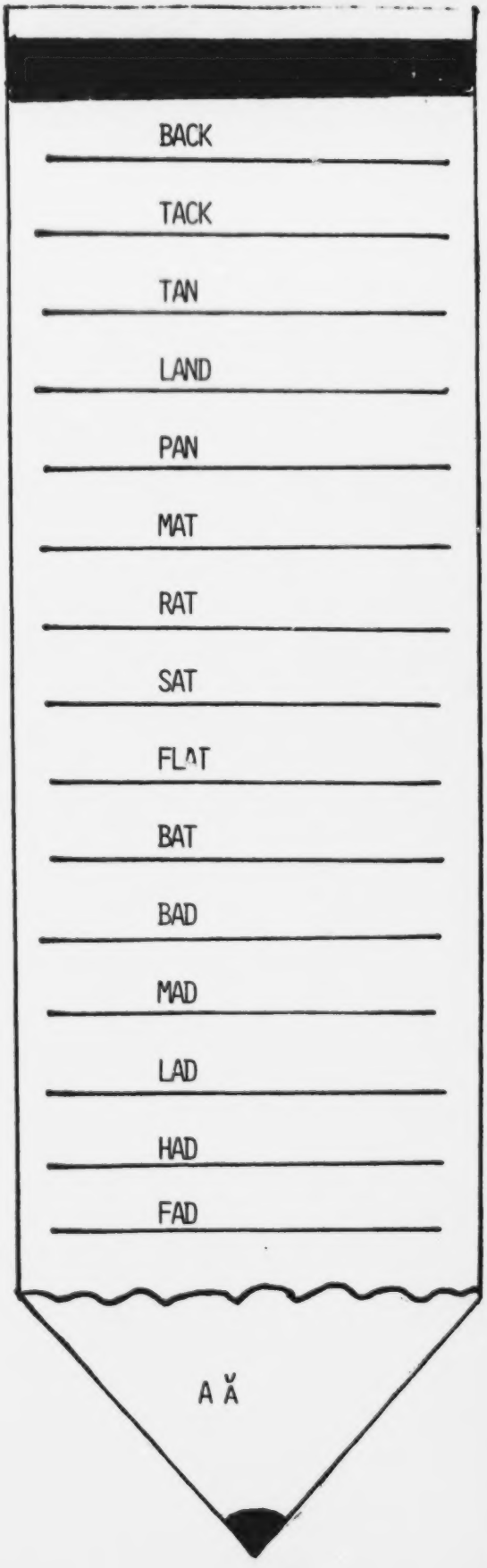
12. A list of words for child to pronounce, one vowel each week, of long or short vowels.

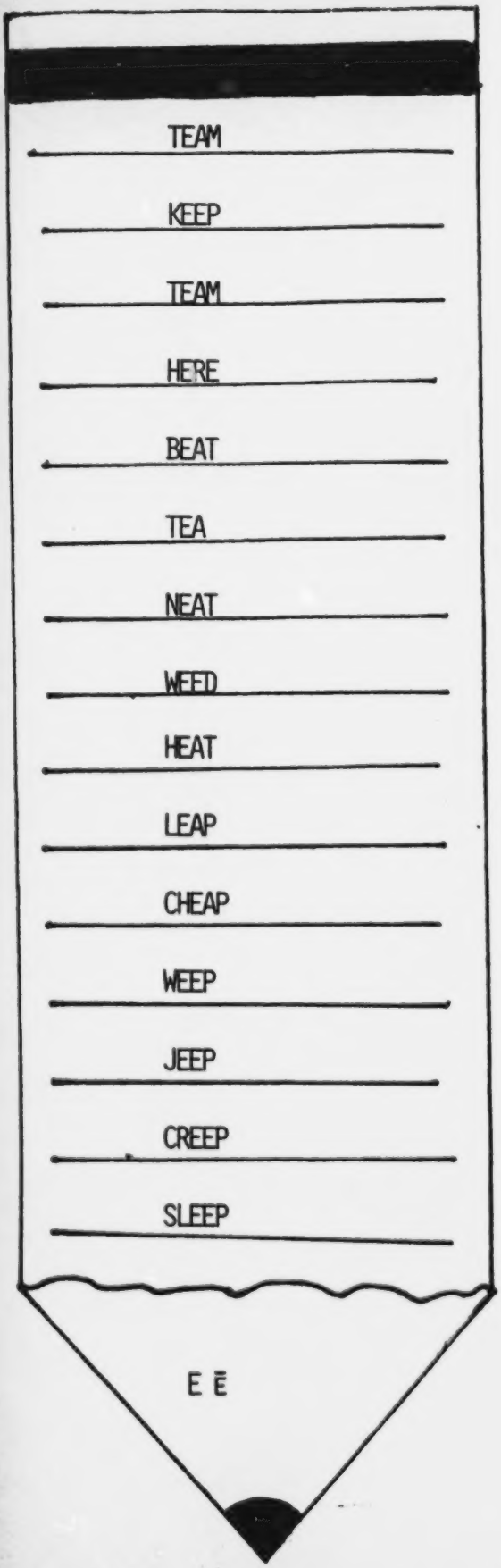
13. S.O.S. slips for a special message to any child needing to be encouraged to do or improve upon something in the packet.

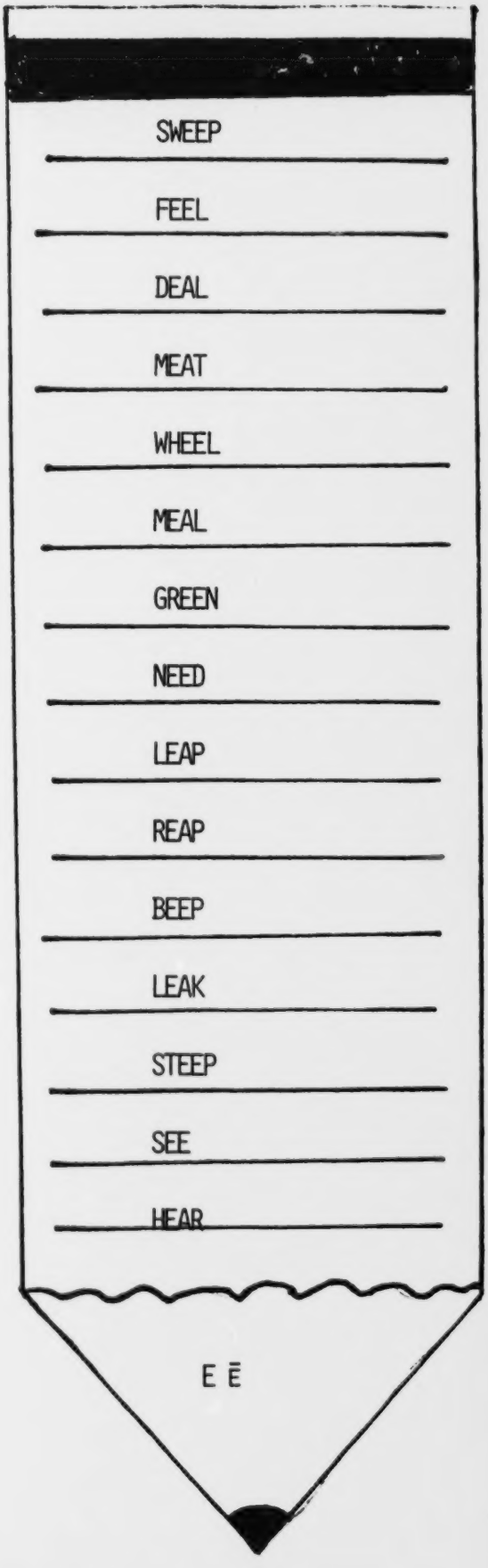

CAKE
PAIN
SNAKE
RAIN
MAIL
MADE
BAKE
LAKE
TAIL
NAME
PALE
SAIL
JADE
WADE
CAKE
A Ā

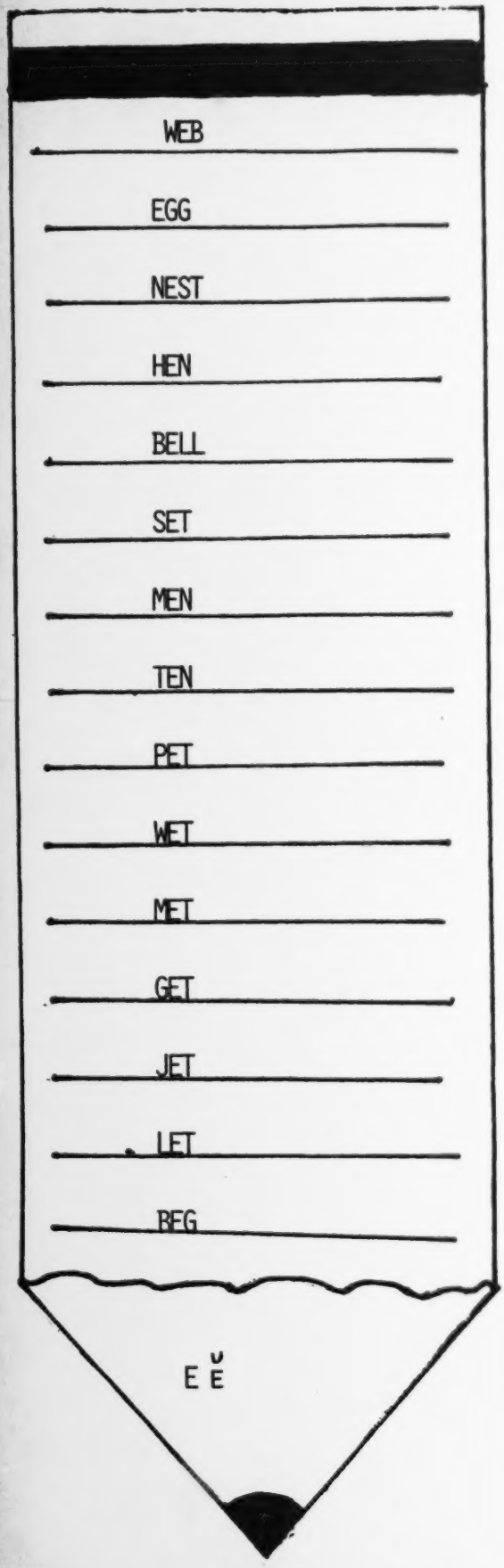

FAKE
CLAIM
DAME
LAME
TRAIN
PAID
MAID
GATE
FATE
TAME
BLAME
SAME
GAME
FRAME
RAIL
A Ā

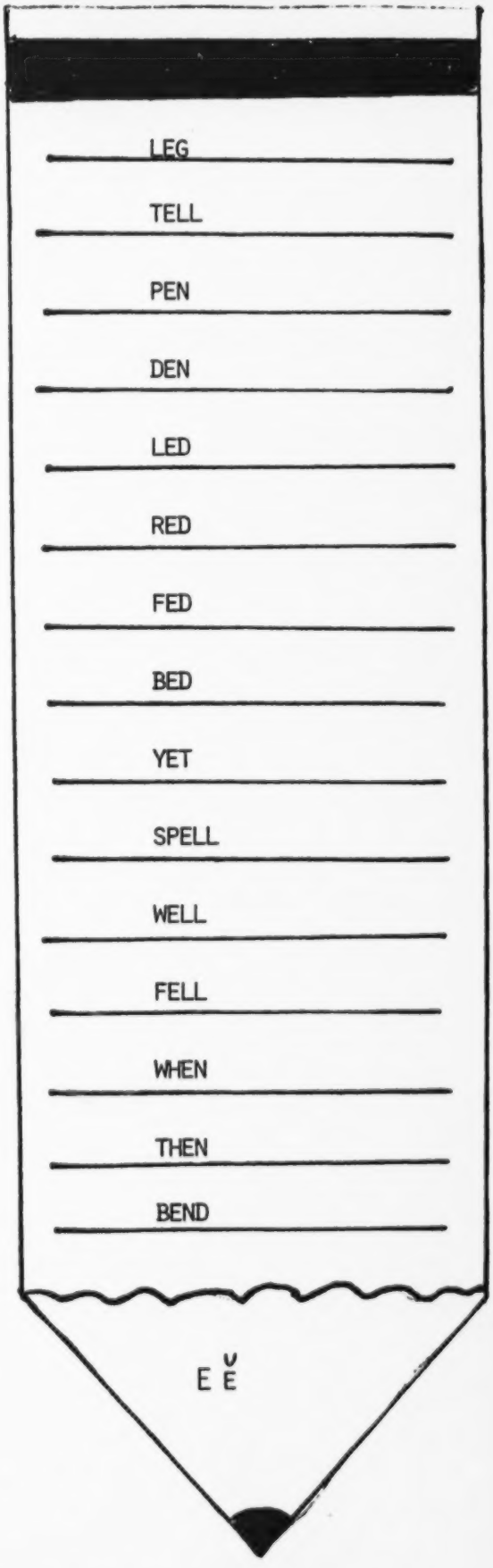

CAT
BAND
BACK
HAND
BAG
FAN
SACK
SAM
AND
HAT
PAT
CAN
VAN
STAND
MAN
A Ă

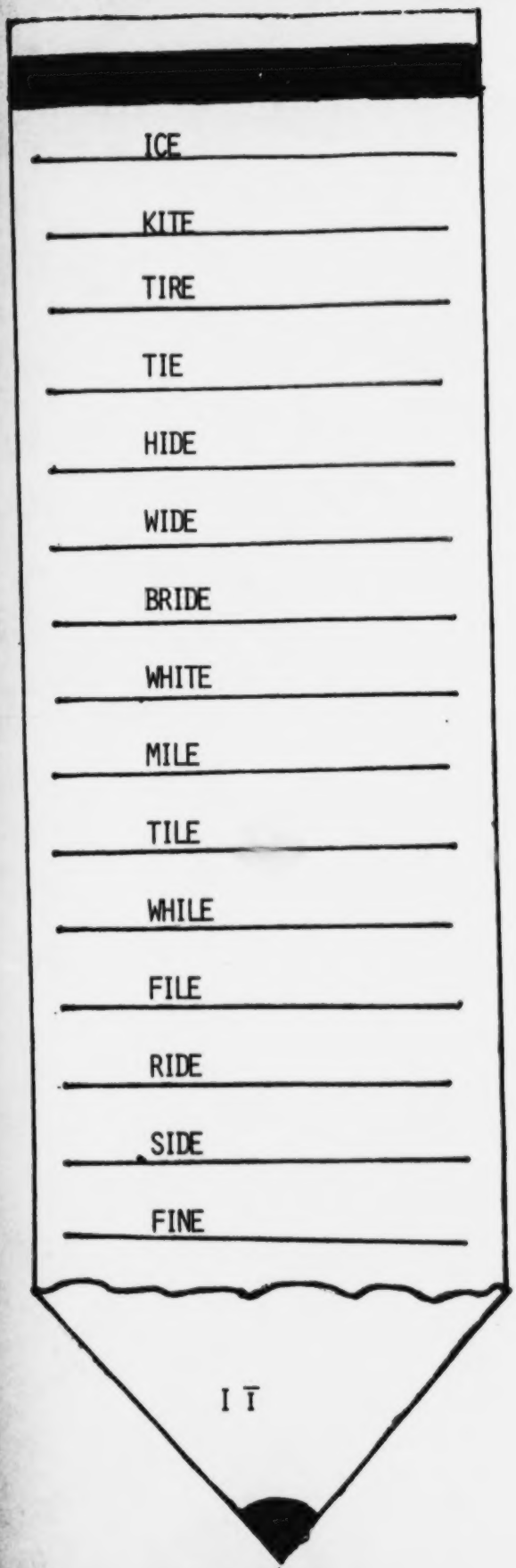

BACK
TACK
TAN
LAND
PAN
MAT
RAT
SAT
FLAT
BAT
BAD
MAD
LAD
HAD
FAD
A Ă

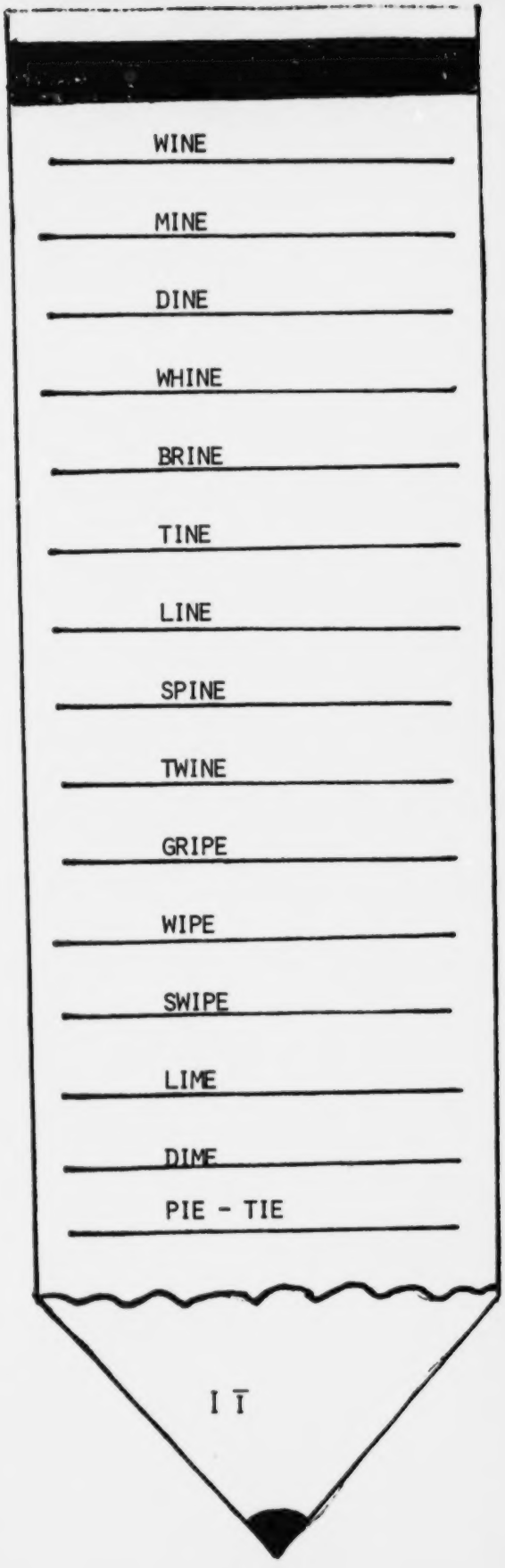

TEAM
KEEP
TEAM
HERE
BEAT
TEA
NEAT
WEED
HEAT
LEAP
CHEAP
WEEP
JEEP
CREEP
SLEEP
E Ē

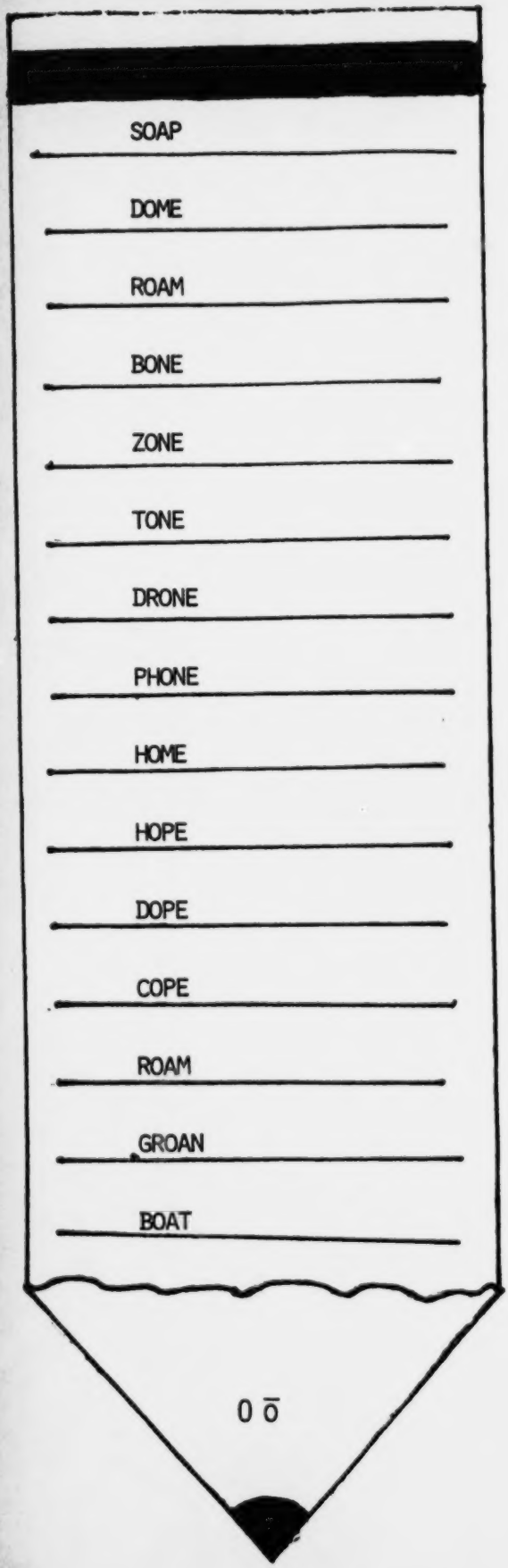

SWEEP
FEEL
DEAL
MEAT
WHEEL
MEAL
GREEN
NEED
LEAP
REAP
BEEP
LEAK
STEEP
SEE
HEAR
E Ē

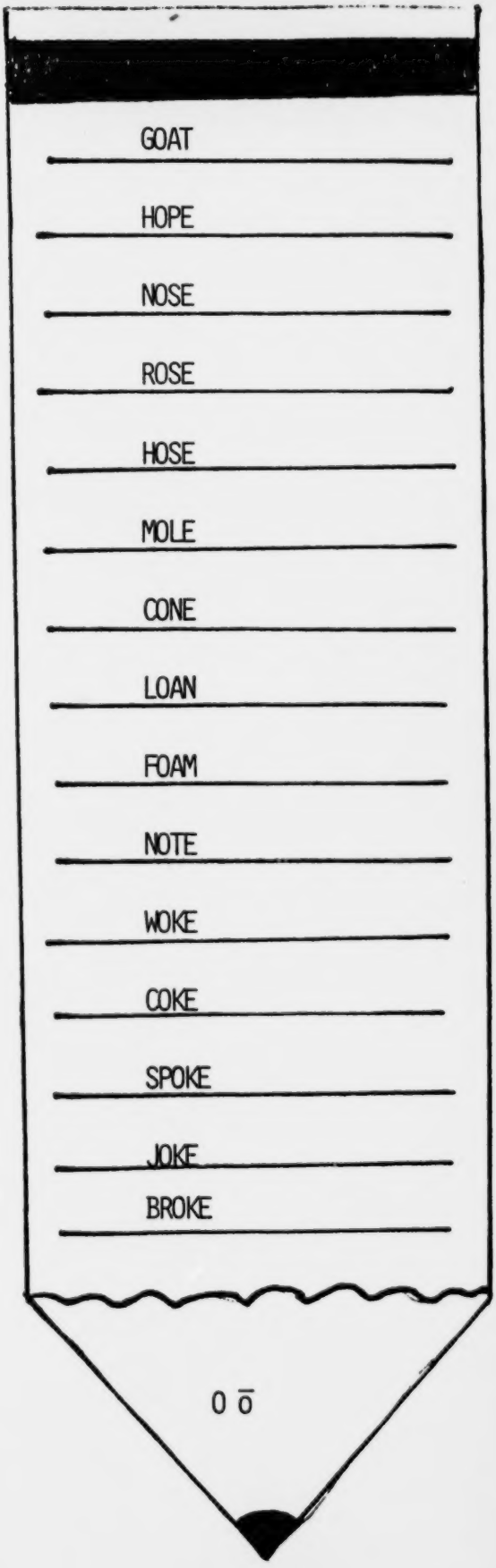

WEB
EGG
NEST
HEN
BELL
SET
MEN
TEN
PET
WET
MET
GET
JET
LET
BEG
E E

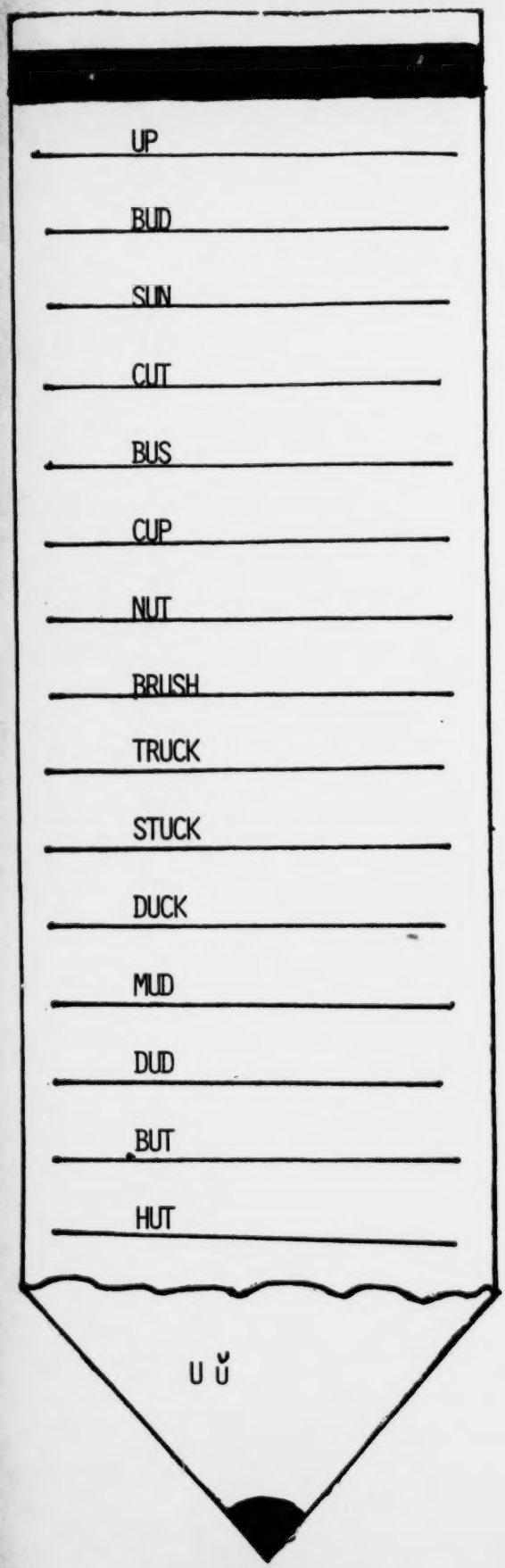

LEG
TELL
PEN
DEN
LED
RED
FED
BED
YET
SPELL
WELL
FELL
WHEN
THEN
BEND
E E

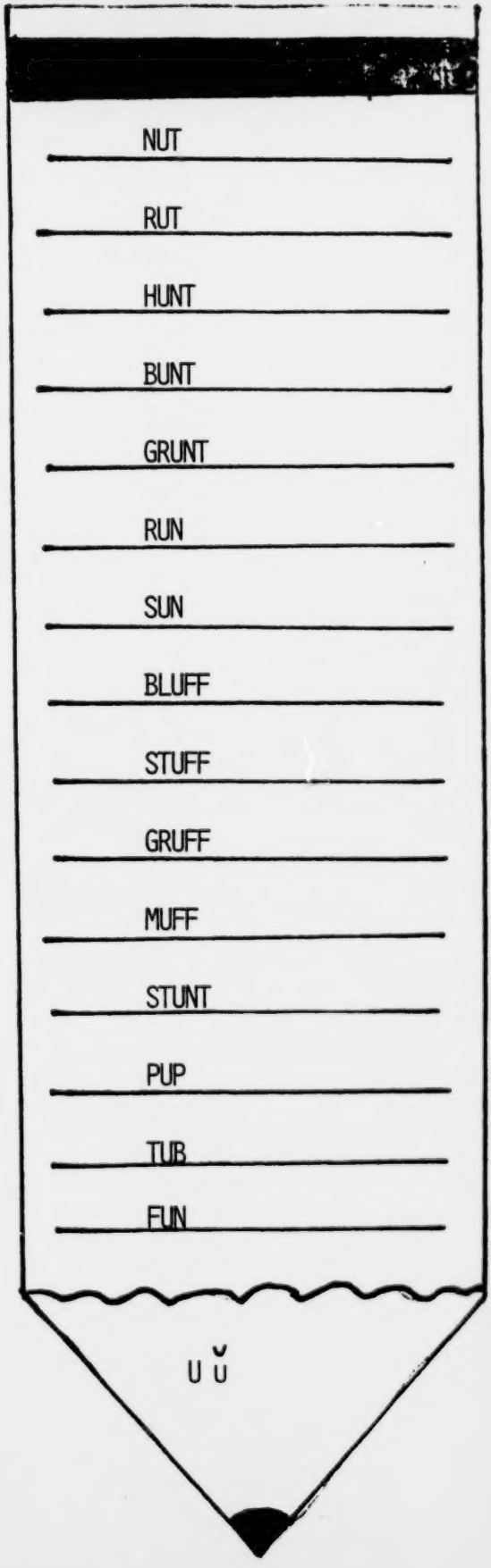

ICE
KITE
TIRE
TIE
HIDE
WIDE
BRIDE
WHITE
MILE
TILE
WHILE
FILE
RIDE
SIDE
FINE
I Ī

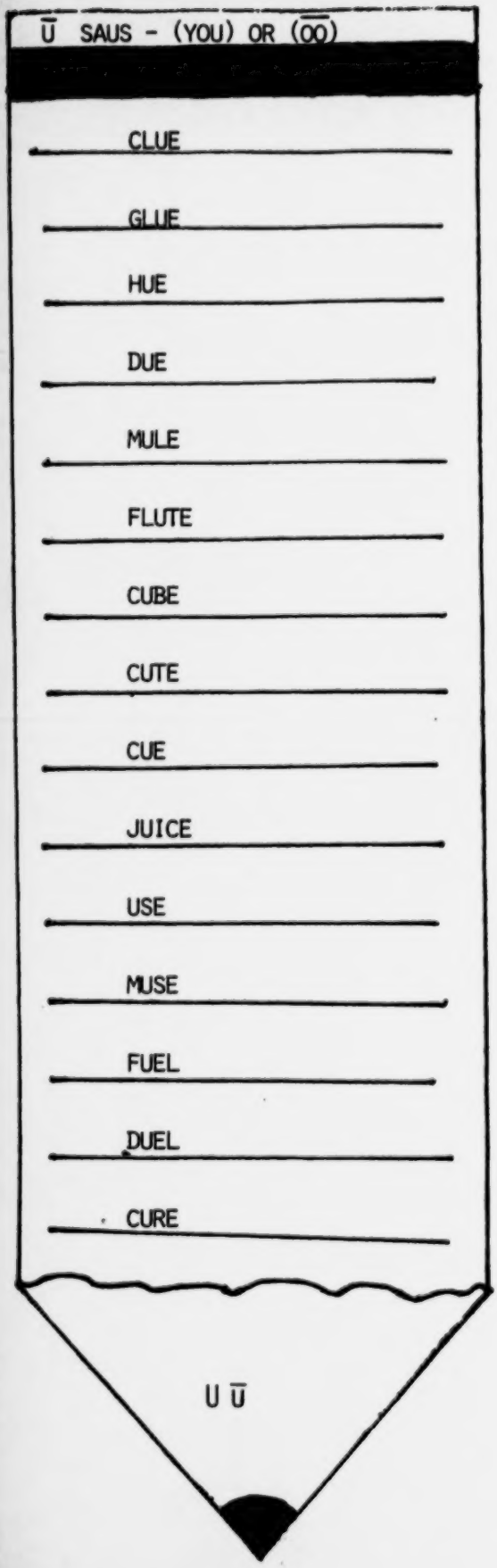

WINE
MINE
DINE
WHINE
BRINE
TINE
LINE
SPINE
TWINE
GRIPE
WIPE
SWIPE
LIME
DIME
PIE - TIE
I Ī

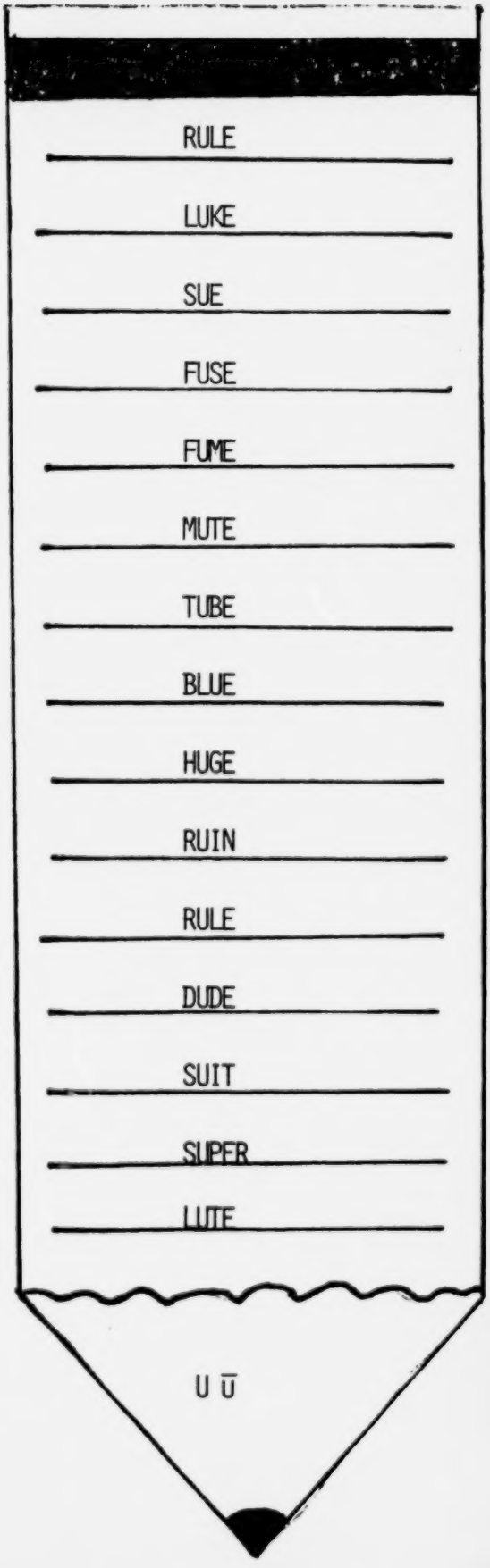

SOAP
DOME
ROAM
BONE
ZONE
TONE
DRONE
PHONE
HOME
HOPE
DOPE
COPE
ROAM
GROAN
BOAT
O ō

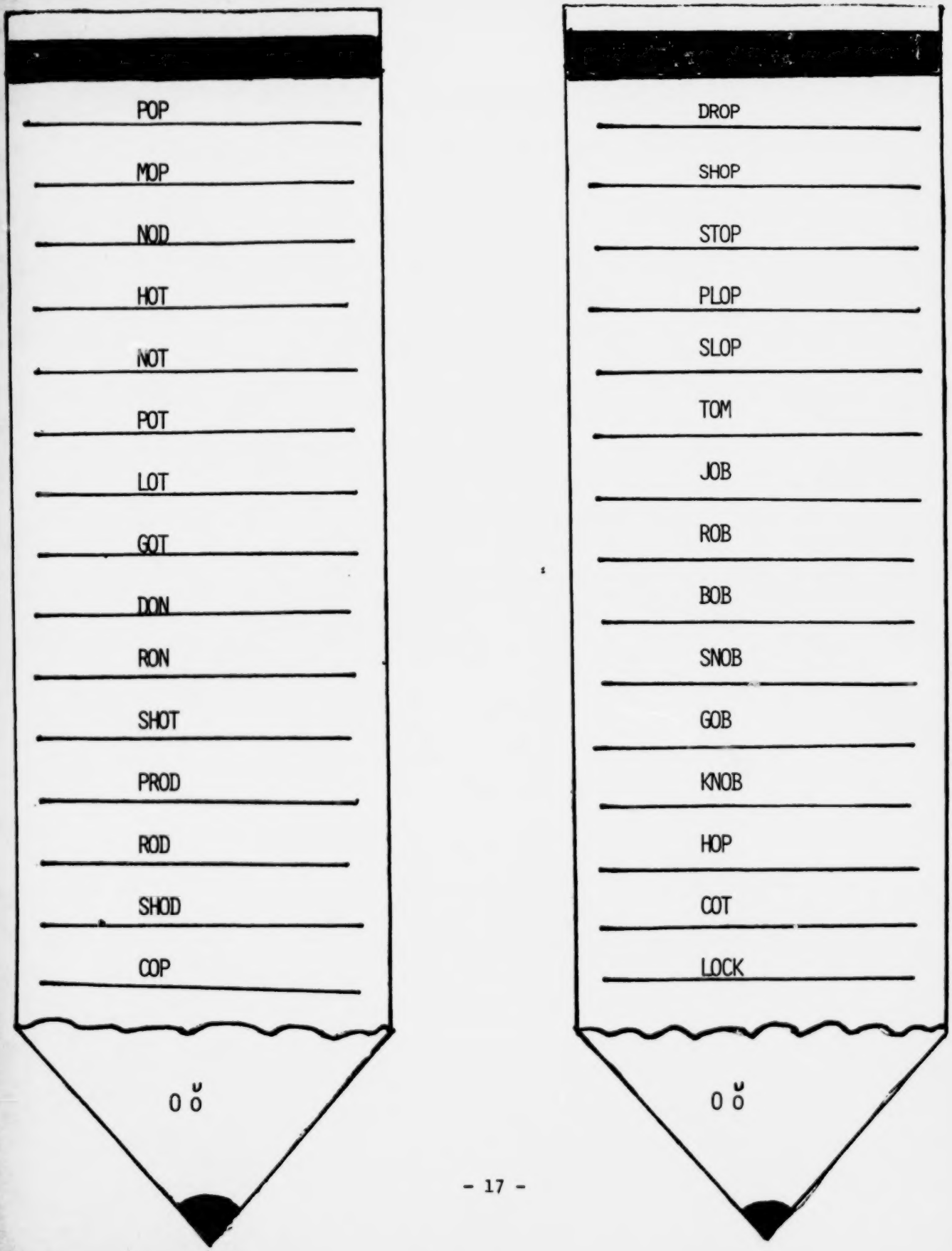

GOAT
HOPE
NOSE
ROSE
HOSE
MOLE
CONE
LOAN
FOAM
NOTE
WOKE
COKE
SPOKE
JOKE
BROKE
O ō

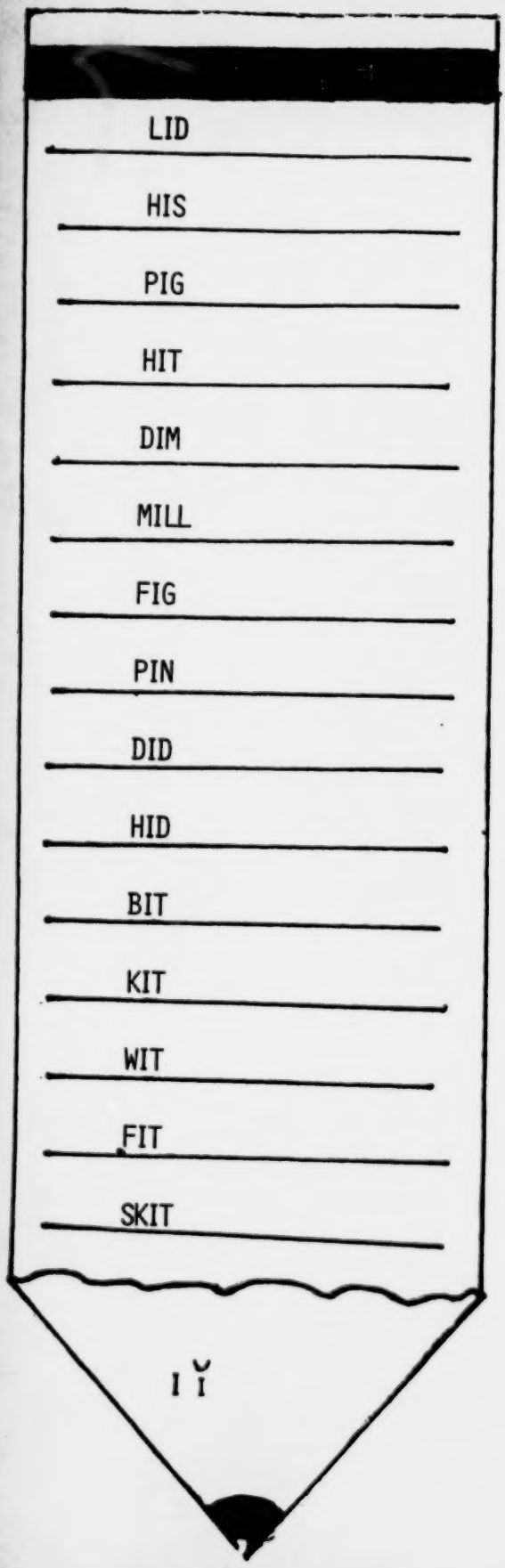

UP
BUD
SUN
CUT
BUS
CUP
NUT
BRUSH
TRUCK
STUCK
DUCK
MUD
DUD
BUT
HUT
U ŭ

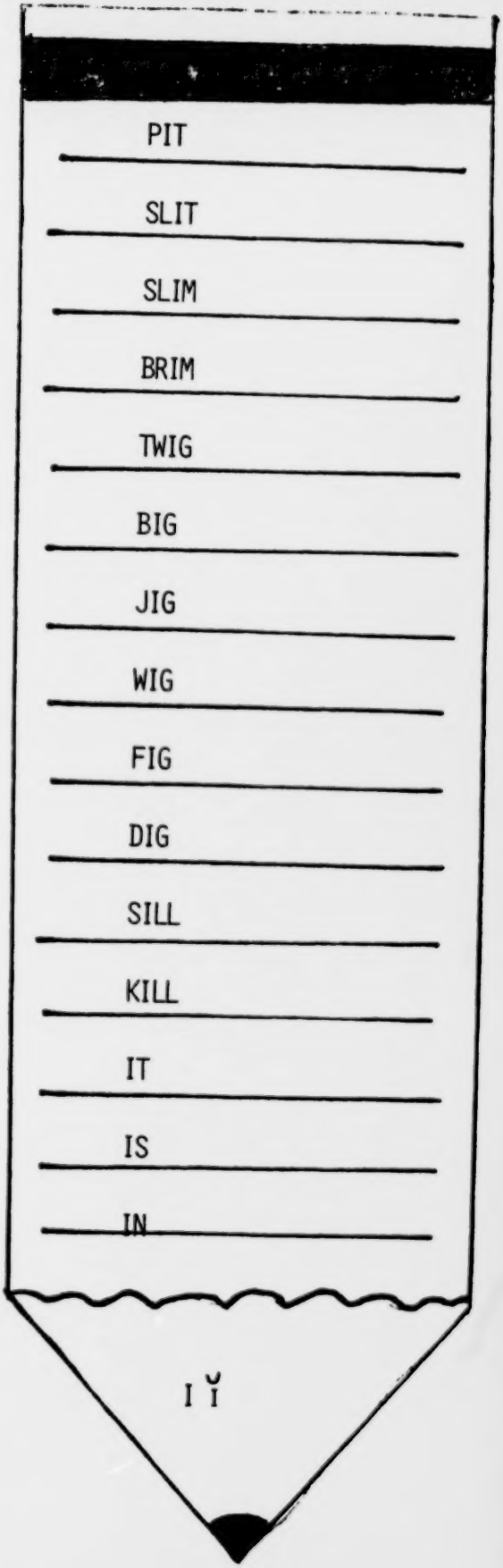

NUT
RUT
HUNT
BUNT
GRUNT
RUN
SUN
BLUFF
STUFF
GRUFF
MUFF
STUNT
PUP
TUB
FUN
U ŭ


ū SAUS - (YOU) OR (ōō)
CLUE
GLUE
HUE
DUE
MULE
FLUTE
CUBE
CUTE
CUE
JUICE
USE
MUSE
FUEL
DUEL
CURE
U ū


RULE
LUKE
SUE
FUSE
FUME
MUTE
TUBE
BLUE
HUGE
RUIN
RULE
DUDE
SUIT
SUPER
LUTE
U ū


POP
MOP
NOD
HOT
NOT
POT
LOT
GOT
DON
RON
SHOT
PROD
ROD
SHOD
COP
DROP
SHOP
STOP
PLOP
SLOP
TOM
JOB
ROB
BOB
SNOB
GOB
KNOB
HOP
COT
LOCK


LID
HIS
PIG
HIT
DIM
MILL
FIG
PIN
DID
HID
BIT
KIT
WIT
FIT
SKIT
I ĭ


PIT
SLIT
SLIM
BRIM
TWIG
BIG
JIG
WIG
FIG
DIG
SILL
KILL
IT
IS
IN
I ĭ

These sheets can be made into dittos and run off on 9" X 12" tagboard to be sent home with parents at the group or individual meetings.

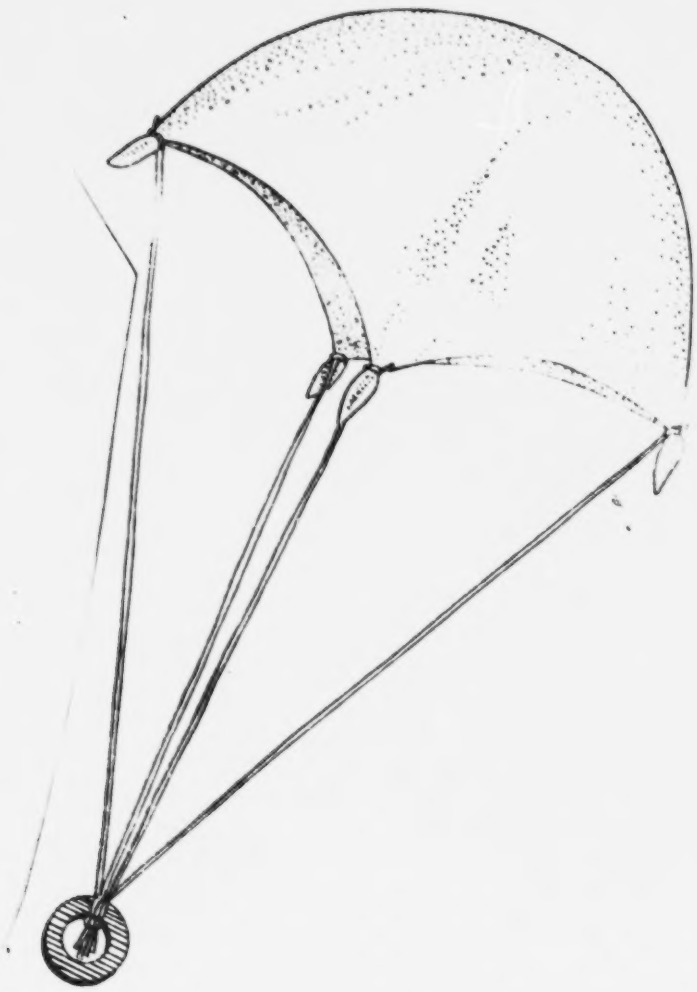
aw	**ch**	**sh**	**ear** 1 - as in hear 2 - as in bear 3 - as in earth
ck	**ew** 1 - as in new 2 - as in few	**old**	**wh**
ou 1 - ou as in house 2 - ou as in four	**ing**	**o͞o** **o͝o** 1 - as in cook 2 - as in moon	**ar** 1 - as in car
are 1 - as in care	**ay**	**wor** 1 - as in work	**th**

au	**ea** 1 - as in eat 2 - as in great 3 - as in bread	**ow** 1 - as in cow 2 - as in slow	**war**
oy	**ir**	**igh**	**alk**
ind **ild**	**tch** 1 - ch as in catch	**ture** 1 - as in pasture	

air 1 - as in fair	**mb** 1 - as in comb	**ice** 1 - as in rice	**ed**
ex	**ie** 1 - as in pie 2 - as in cookie	**ble** **cle** **tle** 1 - as in rattle	**er**
oi 1 - as in join	**kn** 1 - as in know	**nk** 1 - as in ink	**ng** 1 - as in sing
wa	**eigh** 1 - as in eight	**ur**	**or** 1 - as in for

TEACHER'S LETTER

PUPIL'S FORM

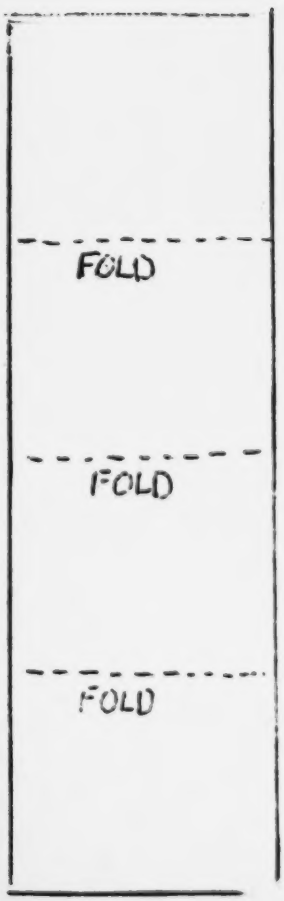


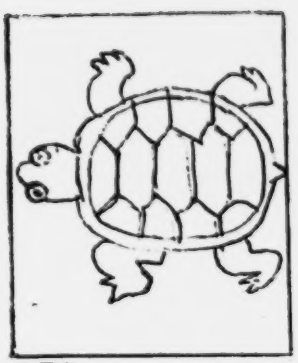
You can make a parachute from a square of cloth or plastic, four pieces of string and a washer. Tie a string to each corner of the cloth and tie all the string ends together to a metal washer. Hold the parachute in the exact center and drop. If it flutters, tips, or falls slowly, you may need to add a little more weight.

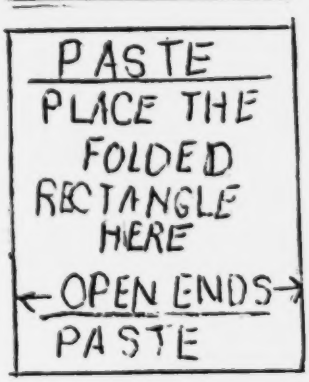
HAVE FUN!!!!!!!!!

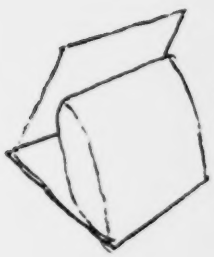
A Turtle Tooter

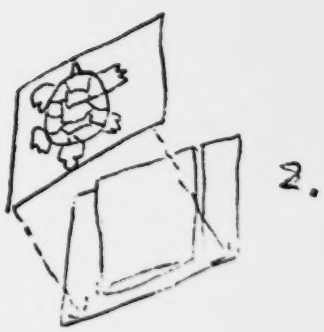
Color the turtle on rectangle A. Cut out the three rectangles. Fold the large one along the dotted lines as in figure 1; press down until the folded paper lies flat. Place this folded rectangle on the space marked in rectangle B. Now paste the turtle rectangle (A) to each end of rectangle B; as in figure 2. Wait for paste to dry and then blow into it. That's some whistle!!





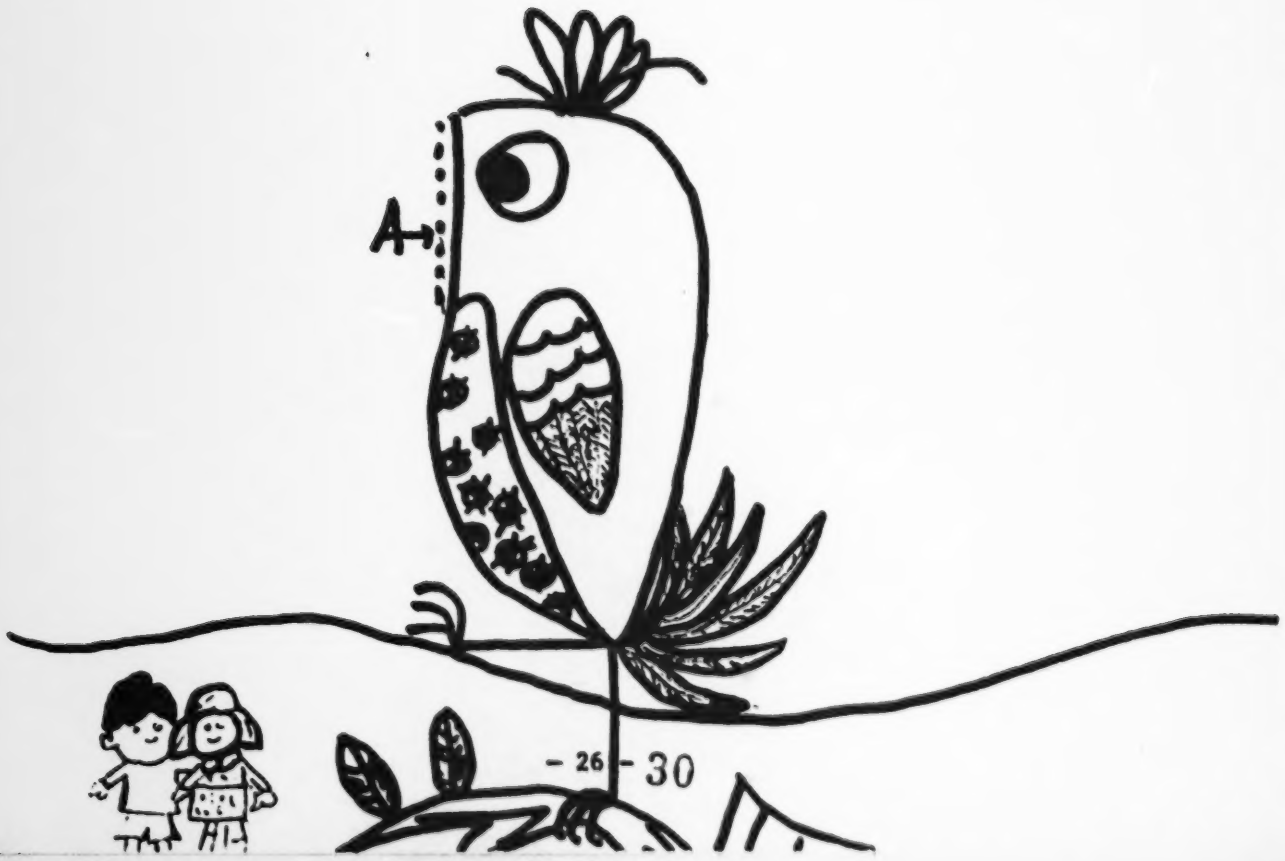






Did you ever see a Scissors Bird? A Scissors Bird is a queer looking bird with a long bill like the blades of a pair of scissors. Of course it isn't a real bird, just a make-believe one. This is what you do to see one:

Instructions: Color your bird. Now cut on the dotted line A. Put a pair of scissors behind the page and push the blades through the slit to make the bird's bill. Now open and shut the scissors to make the bird open and shut his bill.



Draw a Chicken

Here's a chicken you can draw by using your very own "handy" pattern! Trace around your hand with a pencil on a piece of paper, as in Figure 1. Add the lines and the eye as you see in Figure 2. Color in the finger and thumb sections.

1.

2.

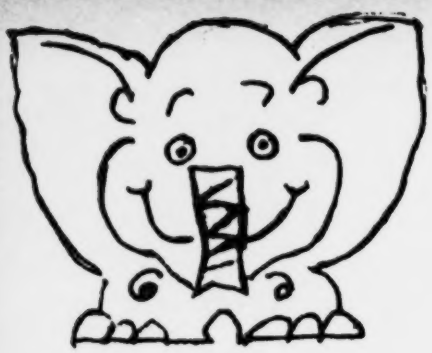
MINI ZOO

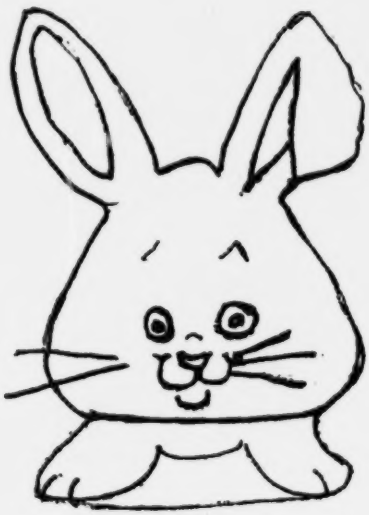
Here are the heads,

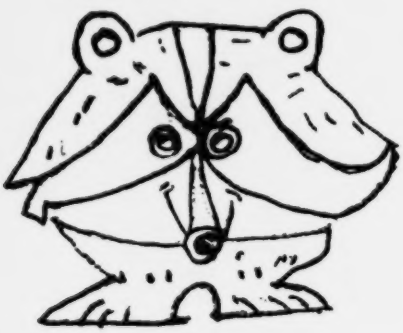
And tails for you,

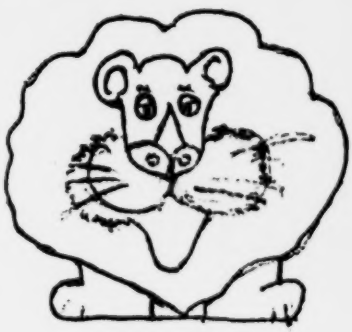
Now get busy,

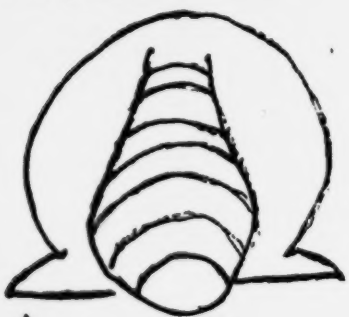
And make a mini zoo.

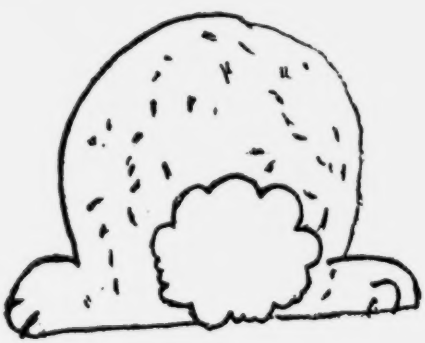


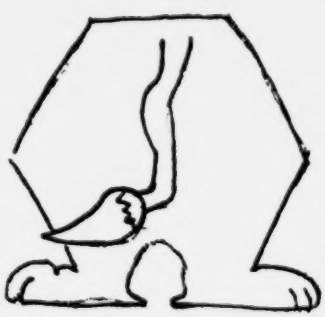








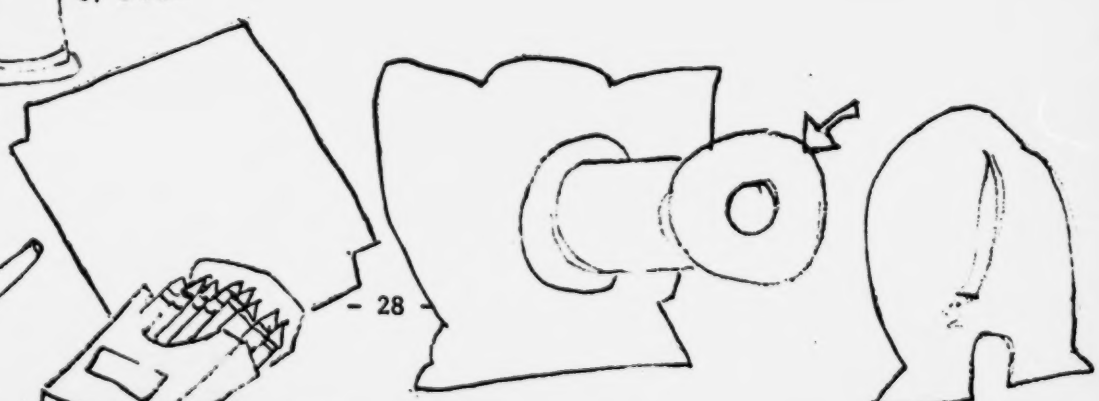




SPOOL

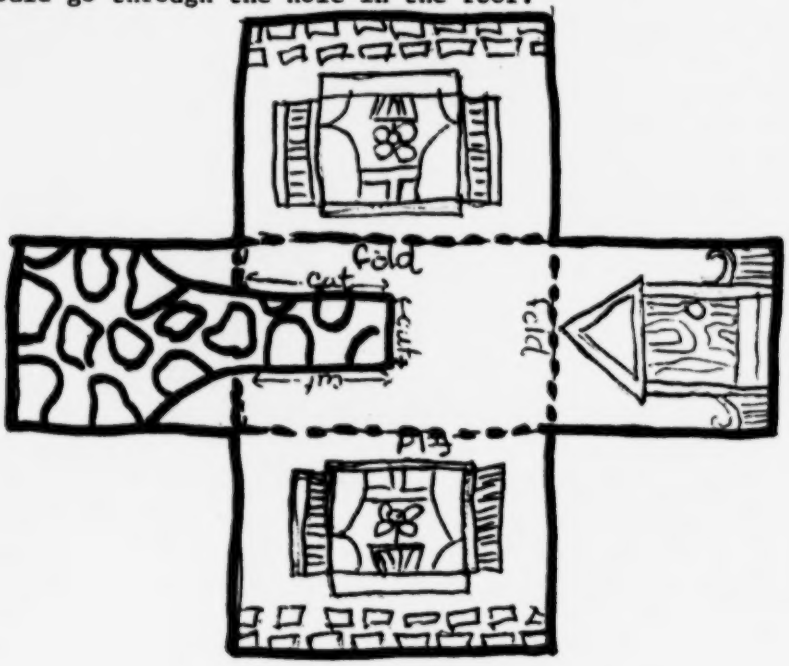
PASTE

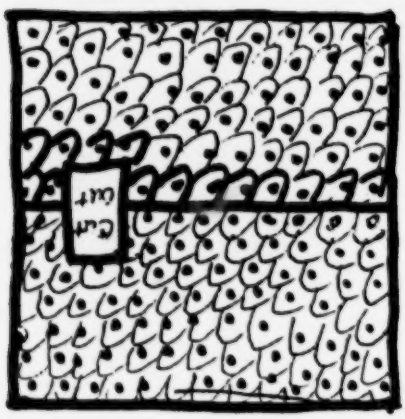
SCISSORS



Make a funny face. Color the clown's head. Tape the yarn at A. Arrange the yarn to make a forehead, nose and chin. Tape the yarn in place.

Color the roof orange. Color the rest as you wish. Cut out the two shapes and the little space marked cut out. Now fold the walls of the house and tape. Fold the roof on the solid line. If you have a toy derrick, try to put the roof on with it. The chimney should go through the hole in the roof.

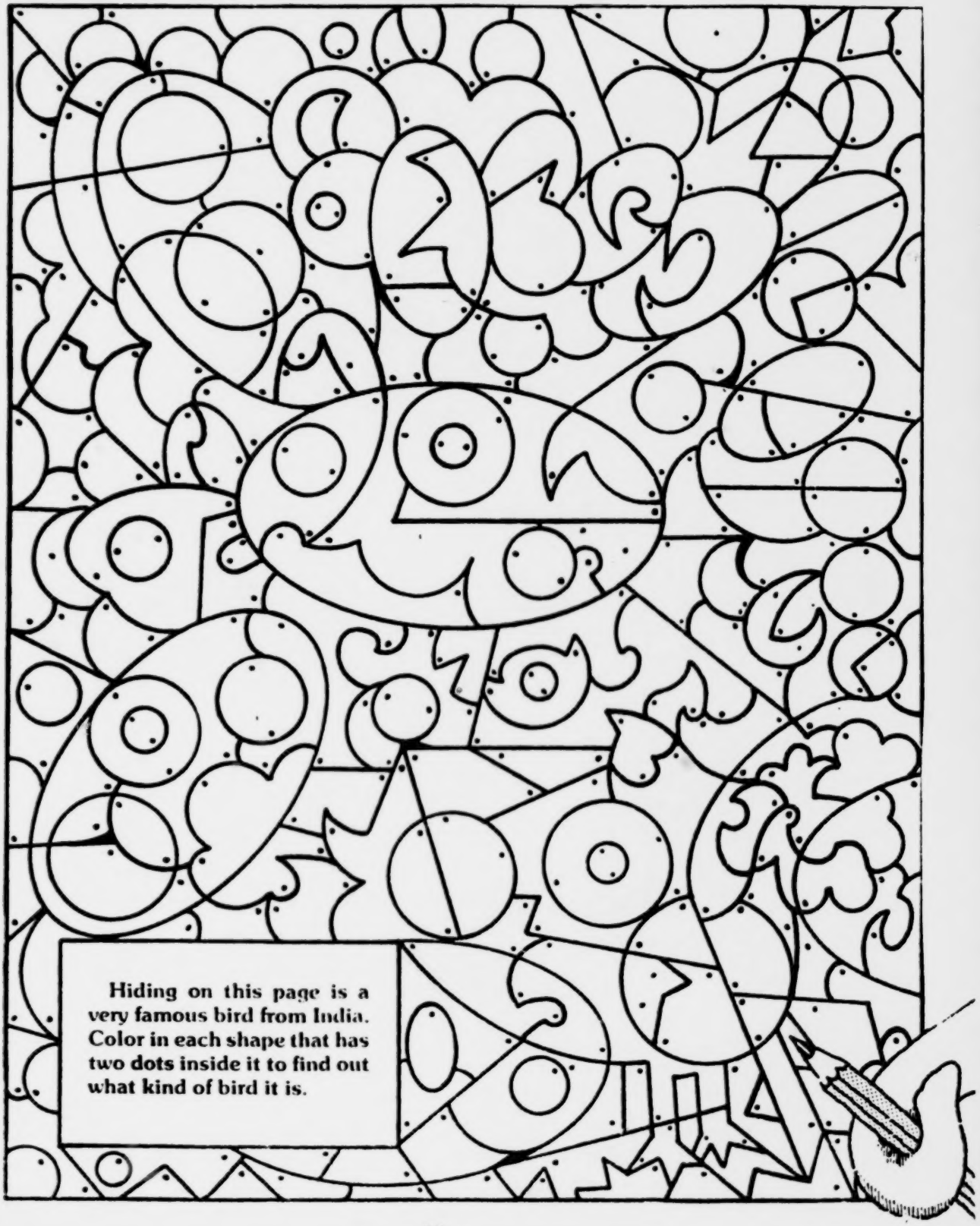




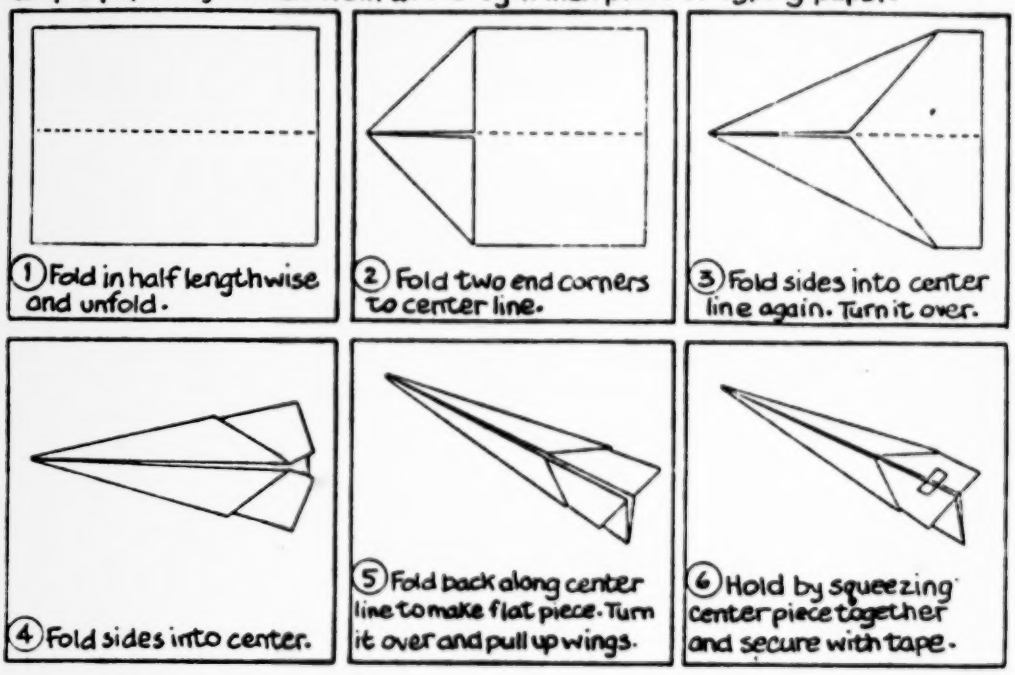
Save!

This is a page for your book.

Color in each shape that has two dots and see what's hiding here.

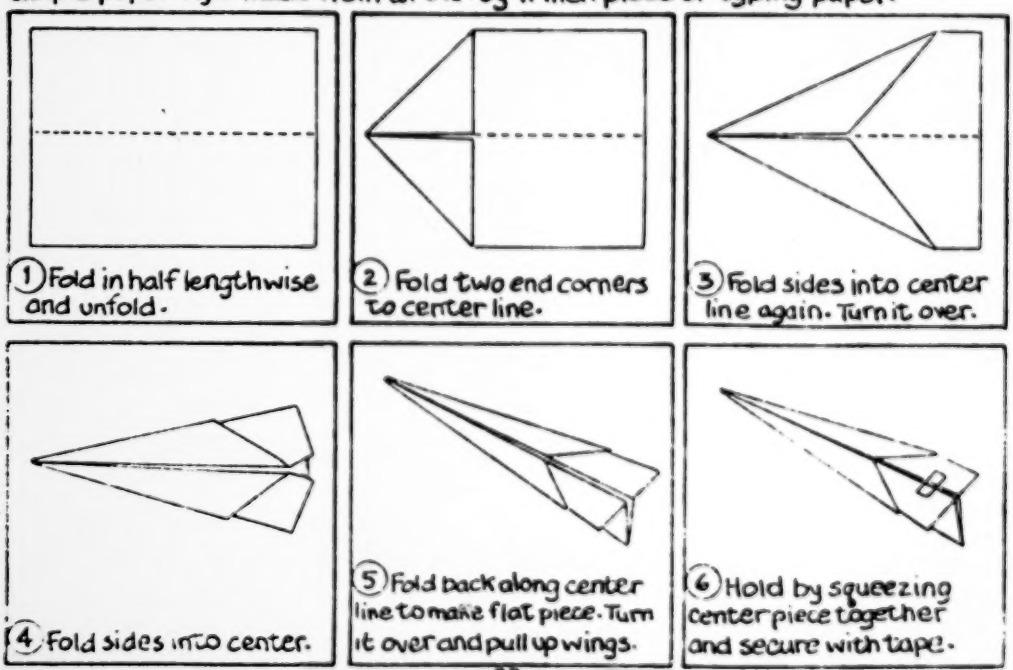

Hiding on this page is a very famous bird from India. Color in each shape that has two dots inside it to find out what kind of bird it is.

There are certain "rules" that apply to all paper airplanes: use a hard-surfaced paper like typing paper, not newspaper or construction paper. Be sure all your folds are perfect and all corners match. Bend the paper over a straight edge and crease folds with your thumbnail. Begin with a simple paper flyer made from an 8½" by 11-inch piece of typing paper.


1) Fold in half lengthwise and unfold.
2) Fold two end corners to center line.
3) Fold sides into center line again. Turn it over.
4) Fold sides into center.
5) Fold back along center line to make flat piece. Turn it over and pull up wings.
6) Hold by squeezing center piece together and secure with tape.

---------- Two copies on page. Cut on dotted line.

There are certain "rules" that apply to all paper airplanes: use a hard-surfaced paper like typing paper, not newspaper or construction paper. Be sure all your folds are perfect and all corners match. Bend the paper over a straight edge and crease folds with your thumbnail. Begin with a simple paper flyer made from an 8½" by 11-inch piece of typing paper.


1) Fold in half lengthwise and unfold.
2) Fold two end corners to center line.
3) Fold sides into center line again. Turn it over.
4) Fold sides into center.
5) Fold back along center line to make flat piece. Turn it over and pull up wings.
6) Hold by squeezing center piece together and secure with tape.

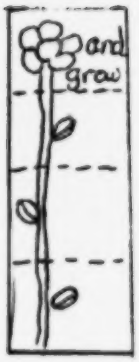
1- Fold so that the edges of the paper come together for 1 and open the paper out flat, ready for step 2.

2- fold to center

3- fold to center

4- fold to center

5. fold to center

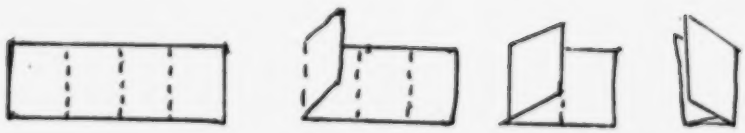


FATHER'S DAY CARD

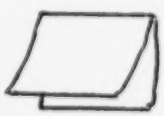
You will need:

1. One 4"x12" construction paper for card
2. Construction paper scraps, all colors

1. Fold 4"x12" paper as shown.



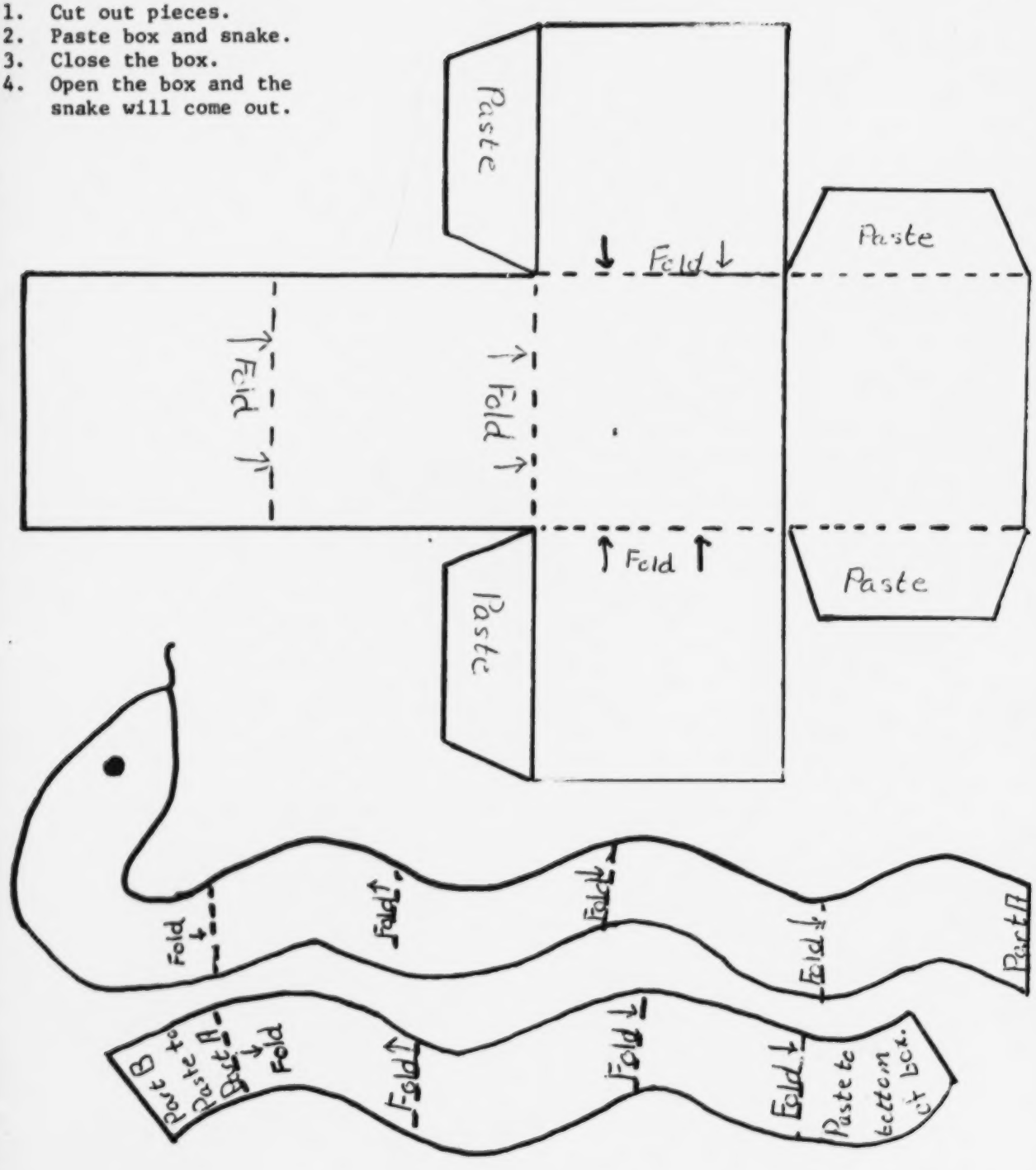
2. Use scraps to make a flower with stem on the front. Print the message.



3. Now open and make a flower with a stem on the first rectangle. Open again and add another stem and leaf. Do to each part to the last.

SNAKE-IN-THE-BOX

1. Cut out pieces.
2. Paste box and snake.
3. Close the box.
4. Open the box and the snake will come out.



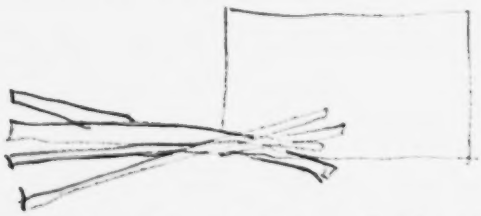
PATRIOTIC POM-POM

1. (1) 12"x9" grey paper
2. ½" strips of red, white and blue crepe

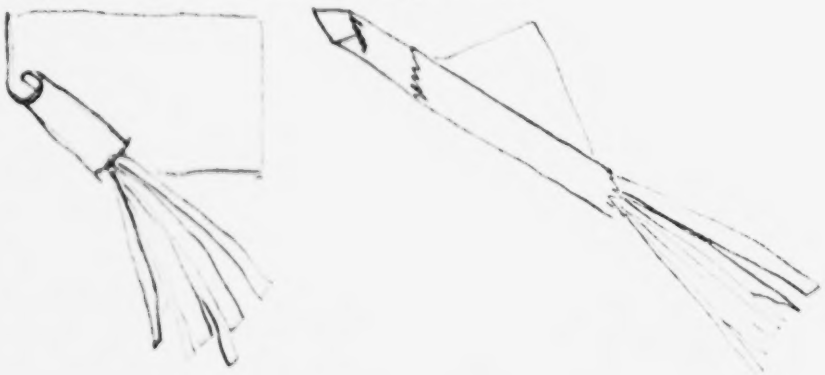
Follow the steps:

1. Using a red color, color the edge of the paper red.

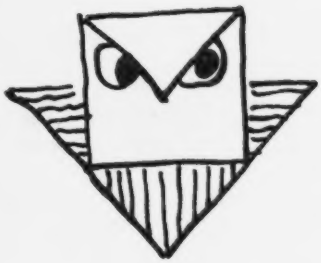
2. Put six of each color crepe paper together and staple to the corner of page.



3. Now roll paper from corner to corner. Begin at the corner where the crepe paper is stapled. Roll so the red edge shows.



WISE OLD OWL



1. (1) 9"x9" brown construction paper
2. (2) 3"x3" white construction paper
3. (2) 2"x2" black construction paper
4. (2) 3"x3" orange construction paper
5. scissors and paste or glue

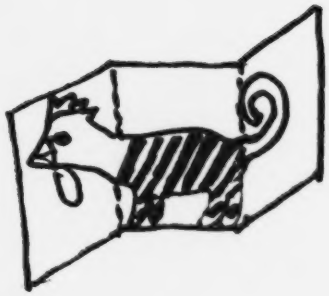
STEPS:

1. Fold the 9"x9" brown construction paper in half as shown at 1. Open and fold diagonally in the opposite direction as in 2. Lay out flat and fold each corner point to the center point as at 3.

2. Open out flat once more. Glue on the tip of one corner, fold to the center and press down. Cut off the top small triangle on each side of the folded section. Fringe the remaining triangles.

3. Fold the black and white squares in half and cut to make eyes as shown at one. Cut where indicated by dotted lines. Paste the white circles to the body of the owl by slipping part way under the folded section. Add the black circles.

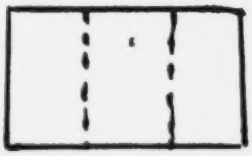
4. Fold the orange squares in half and cut on dotted lines as in figure 1. Paste the feet onto the fold above the tail. Add a small orange triangle for the beak.



SILLY ANIMALS

STEPS:

1. Using a 9"x12" white drawing paper, fold into 3 equal sections, widthwise.



2. Open paper flat. Start on the left and draw the head of an animal, any type of animal. Use only the first section. Stop at fold.

3. Fold back the first section and draw the body of a different animal. Be sure to stop at second fold.

4. Fold back the second section and add the tail section; again using a different animal.

Isn't it a "silly" animal?

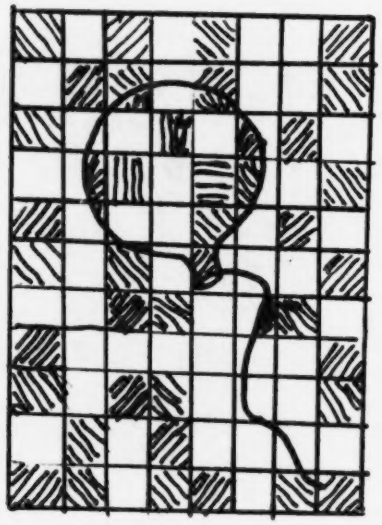
FOURTH OF JULY WATER RESIST

You will need: one 9"x12" sheet of construction paper, a white and black crayon, watercolor paints and a paint brush.

1. Divide the 9"x12" paper into 5 sections of different shapes.

2. Draw a patriotic symbol in each section such as an eagle, dove, liberty bell, etc. with white crayon. Press very hard.

3. Use the paint to paint each section a different color.



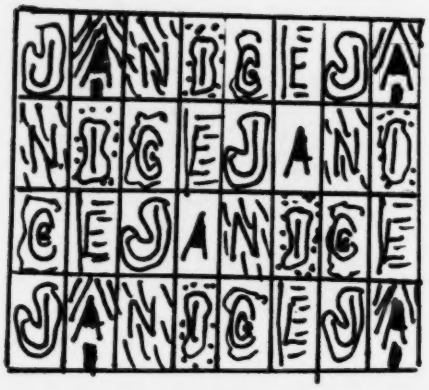
MAKING A MOSAIC CRAYON DRAWING

You will need: a 9"x12" sheet of 1" graph paper, a pencil and crayon.

1. Draw a large object in the middle of the graph paper. Keep the object fairly simple. (A vegetable, fruit, geometric shapes). Draw just the outline with pencil.

2. Divide your crayons into warm and cool colors. (Cool: blue, green, purple; Warm: orange, yellow, red).

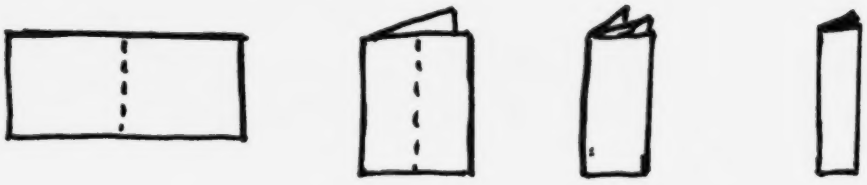
3. Use all warm or all cool colors inside the design or shape and color the squares outside the shape in the opposite colors.



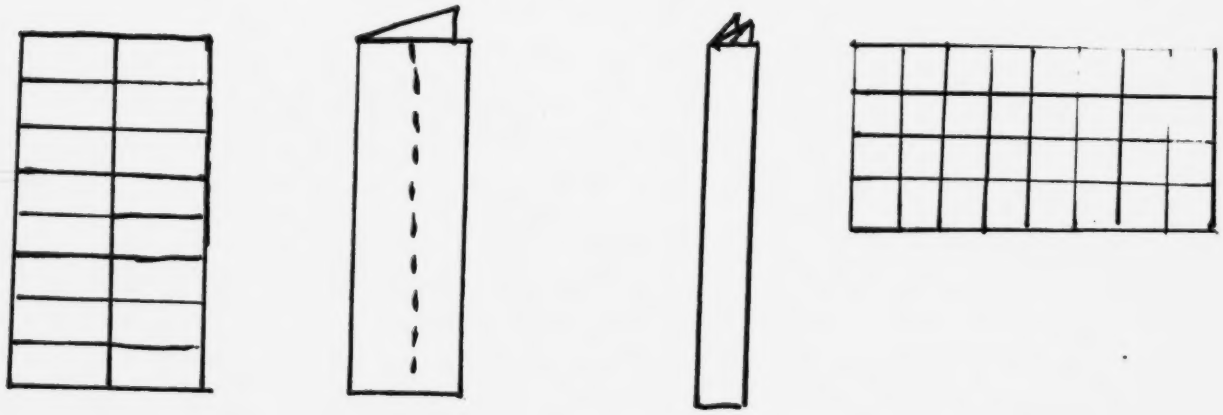
DESIGNING WITH YOUR NAME

Use one sheet of 9"x12" white or manila paper.

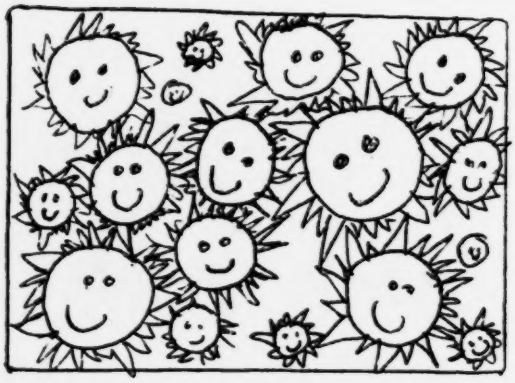
a.) First fold in half, widthwise, then in half again, and then in half again.



b.) Open the paper flat and fold in half lengthwise and then in half again. When you open it there will be 32 squares.

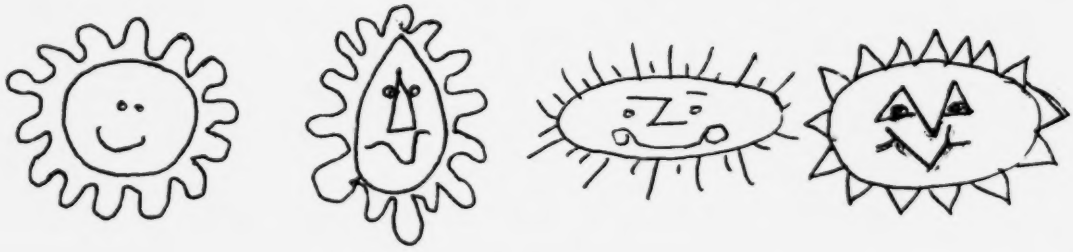


c.) Return the paper to a flat surface. Write your first name, one letter in each box. Do it over and over going from left to right. Color in a design. Remember to use the same design and color for each letter. See illustration at the top.



HAPPY SUNNY FACES

a.) Use one 9"x12" sheet of white construction paper. Draw happy smiling faces with different shades of yellow crayons all over the 9"x12" paper. Make them all sizes and shapes. Fill the entire paper. Color very heavily.

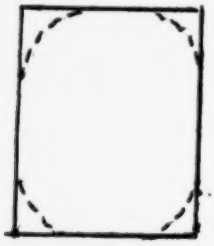


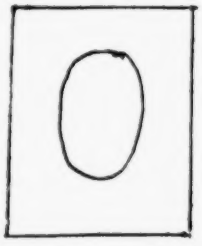
b.) Paint a wash over the entire picture with orange watercolor paint. Use a wider brush if you have one and to over the picture only once. If you go over and over it with the orange paint the faces will not show through.

AH-CHOO!

You will need the following: one sheet of 9"x12" bright colored construction paper, one 7"x9" of flesh colored construction paper, one 6"x6" flesh colored construction paper, a kleenex, and a 4½"x6" piece of brown or yellow construction paper.

a.) Round off the corners of the 7"x9" flesh colored construction paper to make a face and glue it to the 9"x12" sheet. Use crayon to draw in the features.

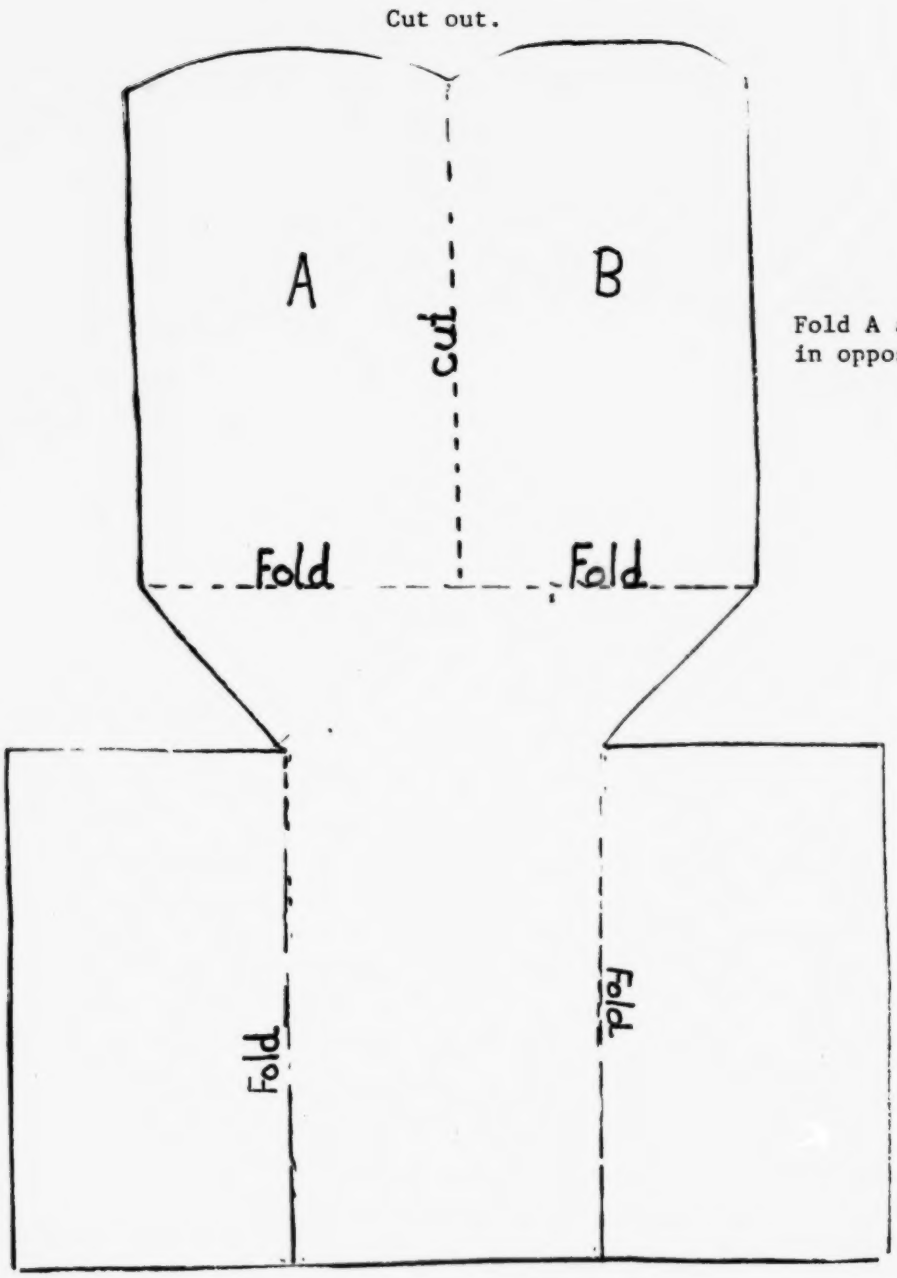




b.) Trace around your hand on the 6"x6" flesh colored construction paper and cut out.

c.) Cut the 4½"x6" paper into strips to make hair. Paste or glue to the head. Curl the ends of the strips by wrapping around a pencil.

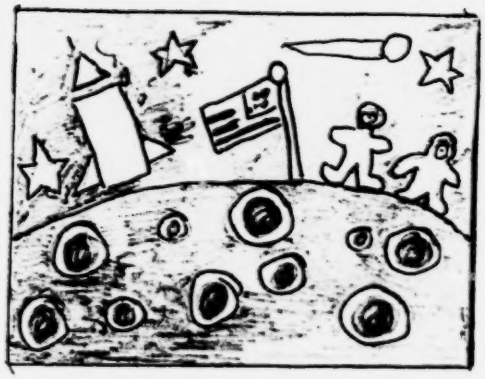
d.) Paste or glue kleenex over the nose and place the hand over the kleenex. See the picture at the top of the page.



Fold A and B down
in opposite directions.

Clip with
paperclip

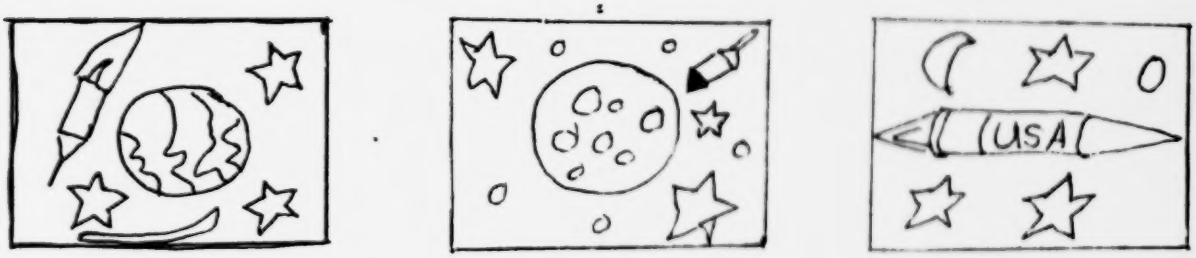
Toss in the air and see it whirl like a helicopter.



PICTURES OF SPACE

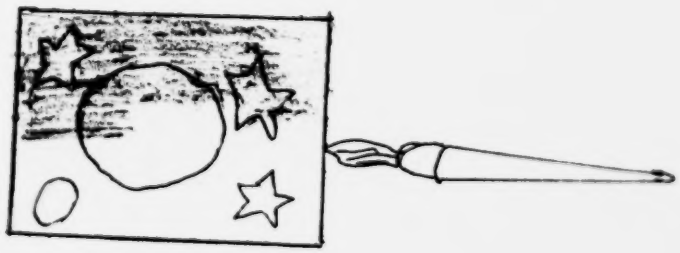
You will need the following: one sheet of 12" by 18" white construction paper, black tempera or watercolor paints and a wide (if possible) paint brush.

a.) Draw a space picture. You might want to use stars, flames from a rocket, rockets, moons, people on the moon, spaceships, sun, etc. (See suggested samples).



b.) Go over all lines with crayon, remembering to press heavily. You may want some areas to be a solid color.

c. Now, paint over the picture with a very thin, runny black paint. This will make your picture look like it is in outer space. Keep the paint thin so it will turn the paper black but run off the colored parts.



EVALUATION AND THINGS TO BE AWARE OF

Students' success is almost wholly dependent upon the parents and the time they are willing and/or able to give. Therefore, when the project is presented, it is important to stress that the greater the amount of time spent on each packet the greater will be each child's gain.

Variables which can affect results are: (a) a poor relationship between parent and child (suggest that the parent with the better relationship with the child work with the packet), (b) ability of child, and (c) degree of learning disability (provide a way for parents to contact the teacher if problems occur).

Scheduling a teacher's visit for each child involved to offer suggestions and answer questions might be a good option to consider. Allow about two weeks to give sufficent time for parents to be aware of specific problems. This visit might rescue some parents from giving up by demonstrating a few techniques to help with their particular child's problems.

In general, I would say that if the parent works through the packet but does not spend extra time reading and working towards fluency, all that can be expected of a typical Chapter I or L.D. student is he/she will not lose too much. Parents need to plan to use four or five hours a week if they expect their child to gain rather than just maintain present reading skills.

It can't be emphasized enough (although I'm sure that second grade teachers who receive the slow readers or L.D. students in the fall are very aware) that the more difficulties the child had learning to read the more easily he/she forgets over the summer and therefore, parents will need to spend more time in order to keep that child at or near his/her spring reading level.

Other factors to be aware of are:

(a) Boys are not in general nearly as interested in doing the packets as are the girls, which is why I suggest the child accompany the parents when the project is presented

so the child is made aware of its importance (at group or individual parent conferences).

(b) Parents need to be made to <u>believe in their ability</u> to help their child and the importance of doing so.

(c) It should be pointed out at the conferences that the effectiveness of the project is in its being done <u>each week</u> and that doing several packets in one week will not be nearly as effective.

(d) Allowance does have to be made for various family summer commitments.

(e) Point out that the children could be reviewing their phonetic cards and wordlists and reading their books on the days when they are awaiting a new packet, having mailed the last checklist, etc., to the teacher. The children often complain of not having enough time between packets. The above would solve that problem.

(f) Be sure to mail the packets first class if they are to be mailed out of town.

(g) Remind parents to reread their parent's handbook before attempting to do the first packet and to refer to it whenever there is a problem. (Send a note home with the child on the last day of school and/or include a S.O.S. in the first packet as a reminder.)

(h) Be prepared for some failures but keep trying to reach each child.

(i) Be sure every parent has the teacher's phone number and is made to feel comfortable about contacting the teacher with a concern.

A NOTE ABOUT THE EVALUATION CHARTS

On the following pages you will find the evaluation charts. You will notice that there are failures but not too many. Notice the 1983-84 Sucher - Allred Reading Placement test scores, before the project, and compare them with the following three years. Also note the Sucher - Allred test scores of the seven second grade boys who moved into the district in the fall of 1986.

Our greatest success was No. 4 of 1985. Note his movement from 2.1 to 2.5. In that particular case it was a father working with his son. The child moved into a higher reading level and seemed ever so much more confident.

It is worth noting that one of the most often stated outcomes, observed and written by parents on their evaluation-questionnaires, was that the parents understood their child and his/her learning problems much better than before.

Much luck with this in your district. Go for it!

	THIS YEAR'S THIRD GRADERS								THIS YEAR'S SECOND GRADERS			
	Reading Level	Decoding Errors	Reading Level	Decoding Errors	Reading Level	Decoding Errors	Reading Level	Decoding Errors		Reading Level	Decoding Errors	Reading Level	Decoding Errors
8	Not In Title		1^1	23	1^2 2^1 2^2	1 9 7	2^1 3^1	3 12	7	1^1 1^2	3 9	1^1	20
7	Not In Title		1^1	19	1^2 2^1	1 7	1^2 2^1 2^2	1 8 6	6	1^1 1^2	4 8	1^1 1^2	5 5
6	1^1	5	1^1	19	1^2 2^1 2^2	5 6 8	1^2 2^1	3 9	5	1^1 1^2	4 3	1^1 1^2	2 1
5	New Student		1^1	25	1^2 2^1	2 6	2^1 2^2	3 11	4	1^1 1^2	2 8	1^1 1^2	7 9
4	Not In Title		1^1	15	2^1_2 2^2	7 8	2^1_2 2^2	4 2	3	1^1_2 1^2	4 7	1^1_2 1^2	6 8
3	Not In Title		1^1	11	2^1_2 2^2	3 6	2^2_1 3^1_2 3^2	4 5 11	2	1^1_2 1^2	4 12	1^1_2 1^2	8 13
2	Not In Title		1^1	18	2^1_2 2^2	4 9	2^1_2 2^2	7 3	1	1^1_2 1^2	4 7	1^1_2 1^2	7 10
1	1^1	6	1^1	19	2^1_2 2^2	8 8	2^1_2 2^2	7 10					
	Grade 1 1983 Spring		Grade 2 1983 Fall		Grade 2 1984 Spring		Grade 3 1984 Fall			Grade 1 1984 Spring		Grade 2 1984 Fall	

1984-1985
SUCHER-ALLRED TEST
(Reading Placement)

READING PLACEMENT TESTS

SUCHER ALLRED TESTS

Grade 1 -- Spring 1985

Student Number	Reading Level 1^1 Number of Errors	Reading Level 1^2 Number of Errors	Number of Packets Completed	Time Spent Weekly Per Packet
1.	8	13	3	½ hour
2.	4	too hard	10	1½ hours
3.	11	--	3	1 hour
4.	5	4	10	4 hours
5.	15	--	2	No response
6.	7	--	9	2 hours
7.	4	9	8	½ hour
8.	3	10	3	1½ hours
9.	8	13	8	1-1½ hours
10.	0	12	4	½ hour
11.	10	--	9	5 hours

Grade 2 -- Fall 1985

Student Number	Reading Level 1^1 Number of Errors	Reading Level 1^2 Number of Errors
1.	9	21
2.	4	10
3.	8	--
4.	2	1
5.	14	--
6.	7	--
7.	7	17
8.	4	10
9.	7	9
10.	2	12
11.	9	--

Grade 2 -- Spring 1985

Student Number	Reading Level 2^1 Number of Errors	Reading Level 2^2 Number of Errors	Number of Packets Completed	Time Spent Weekly Per Packet
1.	2	4	9	½-1 hour
2.	3	11	10	1 hour
3.	7	13	3	½ hour
4.	4	8	10	2-4 hours

Grade 3 -- Fall 1985

Student Number	Reading Level 2^1 Number of Errors	Reading Level 2^2 Number of Errors	Reading Level 3 Number Errors
1.	1	5	9
2.	0	8	--
3.	4	13	--
4.	5	12	--

Your child's name is circled with red so you can see how he/she did in comparison to the other students

READING PLACEMENT TESTS

SUCHER ALLRED TESTS

Grade 1 -- Spring 1986

Student Number	Reading Level 1[1] Number of Errors	Reading Level 1[2] Number of Errors	Number of Packets Completed	Time Spent Weekly Per Packet
1.	9	15	10	3-4 hours
2.	2	0	9	1-1½ hours
3.	3	4	6	1 hour

Grade 2 -- Fall 1986

Student Number	Reading Level 1[1] Number of Errors	Reading Level 1[2] Number of Errors
1.	16	31
2.	4	3
3.	3	5

Grade 2 -- Spring 1986

4.	3	11	6	1 hour
5.	4	2	3	½ hour
6.	3	3	2	½ hour
7.	2	2	10	40 minutes
8.	0	0	5	3-4 hours
9.	5	9	4	
10.	4	7	1	
11.	4	4	2	
12.	6	3	6	5 hours
13.	36		10	3 hours
14.	6	9	2	
15.	16		8	1-1¼ hours
16.	9	9	8	1 hour

Grade 3 -- Fall 1986

4.	2	10
5.	6	3
6.	4	3
7.	2	0
8.	0	1
9.	2	3
10.	10	9
11.	6	9
12.	7	13
13.	11	
14.	9	No score
15.	9	14
16.	7	8

57

Your child's name is circled in red so you can see how he/she did in comparison to the other students.

56

* Scores of 2nd grade children from other districts, entered this fall. Please note the difference in scores from any of the Sucher Allred scores at 2nd grade level in the summer program.

1. 31
2. 31
3. 24
4. 28

PARENT'S HANDBOOK

LEARNING THROUGH COMMUNICATION

WEST CONCORD PUBLIC SCHOOLS

A Project Developed with Grant Funds Provided by the
Minnesota Council on Quality Education

BY
JANICE SATHRUM

1985

TABLE OF CONTENTS

To the Parent . . . . . Page 55

How to Use the Packet . . . . . Page 56

Hints for Reading with Your Child . . . . . Page 58

Letter Writing Aids . . . . . Page 59

The Student Booklet . . . . . Page 60

Making a Contract with Your Child . . . . . Page 61

Sample Contract . . . . . Page 62

Sample S.O.S. . . . . Page 63

Sample Word List . . . . . Page 64

Sample Teacher's Letter to Child . . . . . Page 65

Sample Worksheet . . . . . Page 66

Sample Student Letter . . . . . Page 67

Parent's Checklist . . . . . Page 68

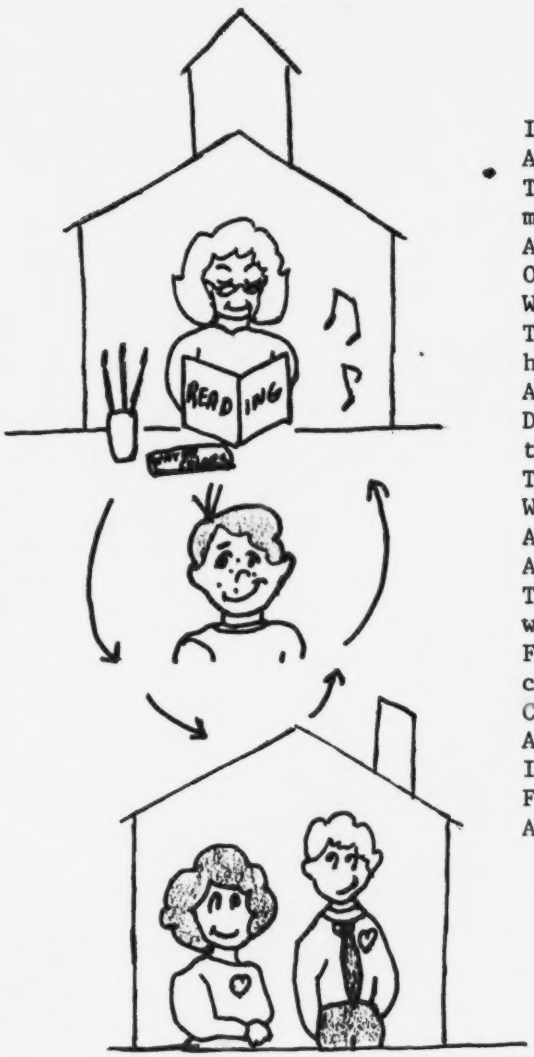
Parent's Questionnaire for the Summer . . . . . Page 69

TO THE PARENTS

This handbook is meant to be a device for you to use so that you may be successful while working with your child in the learning packets which will arrive weekly for 10 weeks throughout the summer.

It is my hope that you will see how invaluable you can be in helping your child achieve success in reading and in letter composition.

As a teacher, I want to offer my thanks to you parents who venture into the world of instruction so that your child may grow in his/her love and appreciation for reading as a lifelong pastime.



UNITY

I dreamt I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher - the tools he used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle loving heart
Day after day, the teacher toiled with touch
That was deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.
And when at last, their task was done
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If each had worked alone.
For behind the teacher stood the school
And behind the parent, the home.

HOW TO USE THE PACKET

STEP 1 Go over the vocabulary cards first.
(Do this two or three times.)

STEP 2 Go over the phonetic element cards at least twice.
(There will be two or three sounds for some cards.)

STEP 3 When sounding a word of two or more syllables, treat each part as a little word. Cover all but the part your child is working on with your finger or card.

STEP 4 Now read the letter. Let your child read as much as possible alone. Just help with any word he/she doesn't know so that the actual reading is fun, not work.

(a) Reread until fairly fluent. Always quit before your child gets tired --try another day.

STEP 5 (Please) help your child do the worksheet right after reading the letter so it won't be a chore.

(a) It's a good idea to read over the questions on the worksheet before reading the letter the second time. Then they know what information they're looking for and it becomes much easier for them to do the worksheet.

STEP 6 Pronounce the new word list and review one or two old word lists each week. (Try to make it fun --you might want to pronounce it the first time while your child listens and then have it pronounced.)

STEP 7 Your child may have the vocabulary word cards to play school with or whatever they wish. They were only used to introduce the new words in the letter. These word cards are from Step 1.

STEP 8 Put the word list and phonetic elements in a safe place to be used with future packets.

STEP 9 Send the completed worksheet, child's letter, art project, if suitable for student booklet, and checklist each week. Remember, the teacher needs time to go over the checklist and put prizes in the packets. The packets will be mailed on a Wednesday. Try to mail the letter back so it gets to the teacher by Tuesday of the following week. She must make a special trip to the post-office as each packet must be weighed for postage since each will vary in size and content.

STEP 10 An S.O.S. will be sent in the event that the teacher feels the need to alert the parent of a problem, change in mailing date, etc.

STEP 11 The teacher's letter should be saved each week by the child. The child's letter and art project, if suitable for a booklet will be saved by the teacher. These items plus the cover the child will make the last week of the project will become a booklet for the child to save. In this way he/she will have a book which he/she co-authored.

STEP 12 Read the paperback book with your child.

*Consider doing the phonetic cards, word lists and reading the book after you've mailed back the checklists, etc. and are awaiting the next packet. In this way the work can be spread out over the entire week.

HINTS FOR READING WITH YOUR CHILD

Separate book reading time from letter and worksheet time. Make it a <u>really</u> special time, perhaps right after breakfast or supper.

a) Be sure the words are read accurately at all times.

b) If the book is a little difficult, take turns reading alternate paragraphs. At times, have the child read every other page or paragraph.

c) Another idea would be to read a page while your child follows along. Point to the words as you read to be sure he/she is following. Then have your child reread the page. (This is called echoic reading.) You could do this same thing by paragraphs also. You'll be pleasantly surprised at how much better he/she will read after hearing it read.

d) Always tell the child any word that is too hard to sound out easily. You will soon know which words they are.

e) <u>Do not allow substitution of words</u>. Correct all such errors as read or at the end of each sentence.

f) Encourage your child to point out words with which he/she needs help before reading aloud.

g) If the child comes to an unrecognized word while reading aloud, count to three, then pronounce the word and let the child continue.

h) When the youngster has difficulty with a word or phrase and then successfully reads it, offer praise. Let your child know that you are proud of his/her efforts.

i) For comprehension purposes, have the child guess how the story will end before completing it or before the ending becomes obvious.

LETTER WRITING AIDS

Help your child to write his/her letter. Keep it short unless she/he wants to write more. Two or three sentences are sufficient, especially for those going into second grade (even though the teacher loves longer letters!).

a) See the sample letter, p. 67. Be sure to include the address and date each week as well as the signature. The teacher must know who sent the letter and checklist.

b) The spelling need not be perfect but do encourage neatness.

c) Ideas for things to include in the letter.

1. What did you do this week?
2. Where did you go?
3. Did you work for anyone or help anyone?
4. Did anything exciting happen?
5. Did you get anything new?
6. Did anything funny happen to you or someone in your family?
7. Have you learned to do something new?
8. Tell about your pet or hobby.

d) If your child has a problem constructing a sentence, try the following:

Who?	Dad
What?	took me fishing
Where?	at Goose Lake
When?	on Saturday
Why?	so I could catch a big bass.

Dad took me fishing at Goose Lake on Saturday so I could catch a big bass.

e) Remember: Writing to someone should be enjoyable. We want the child to feel this way.

THE STUDENT BOOKLET

1. Save all the teacher's letters.

2. Use the colored paper provided in the last packet to make a cover.

3. The teacher will have saved the student's letters and the art projects.

4. Return all the teacher's letters and the cover on the first day of school. The teacher will put all the pages together and staple them into a booklet for the child to keep.

5. Prizes will be given for the five best booklets. The cover, art projects and student letters will be considered in the judging.

Week 10 Directions for the Booklet Cover

1. Use colored paper provided.

2. You may use any material you wish to make the cover attractive. Let your imagination soar.

   Ideas: Letters from wallpaper, contact shelf paper, stickers, macaroni alphabet letters, pictures from magazines, yarn, string, water color paints, crayons, etc.

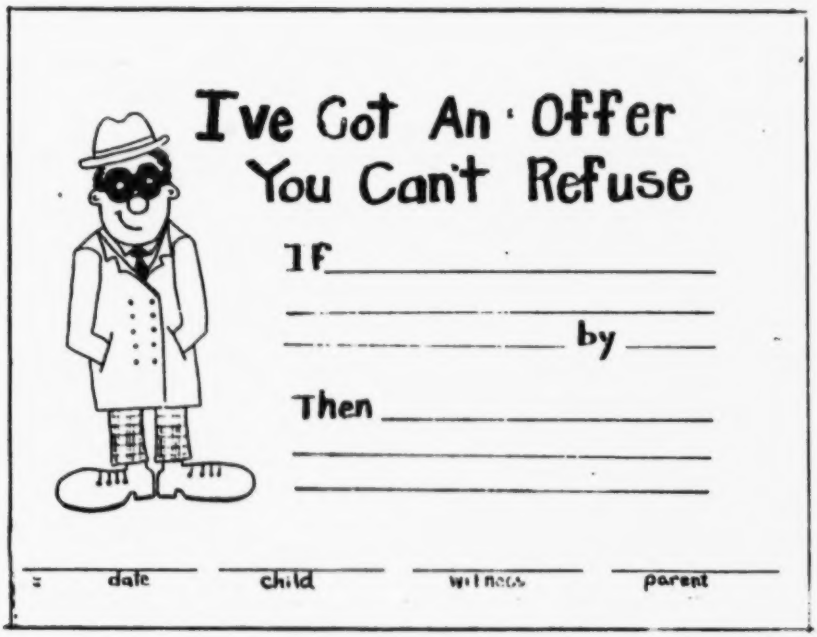
3. Bring the covers and teacher's letters to your teacher the first day of school. Don't forget.

MAKING A CONTRACT WITH YOUR CHILD

1. Think of a reward to give at the end of the summer if your child has been cooperative and done all or most of the items each week. (Something really special)

2. Let her/him help choose the reward.

3. Then complete the contract with your child and be sure it's signed and witnessed so he/she feels it's official!



I've Got An Offer You Can't Refuse

67

If _____

_____

_____ by _____

Then _____

_____

_____

68

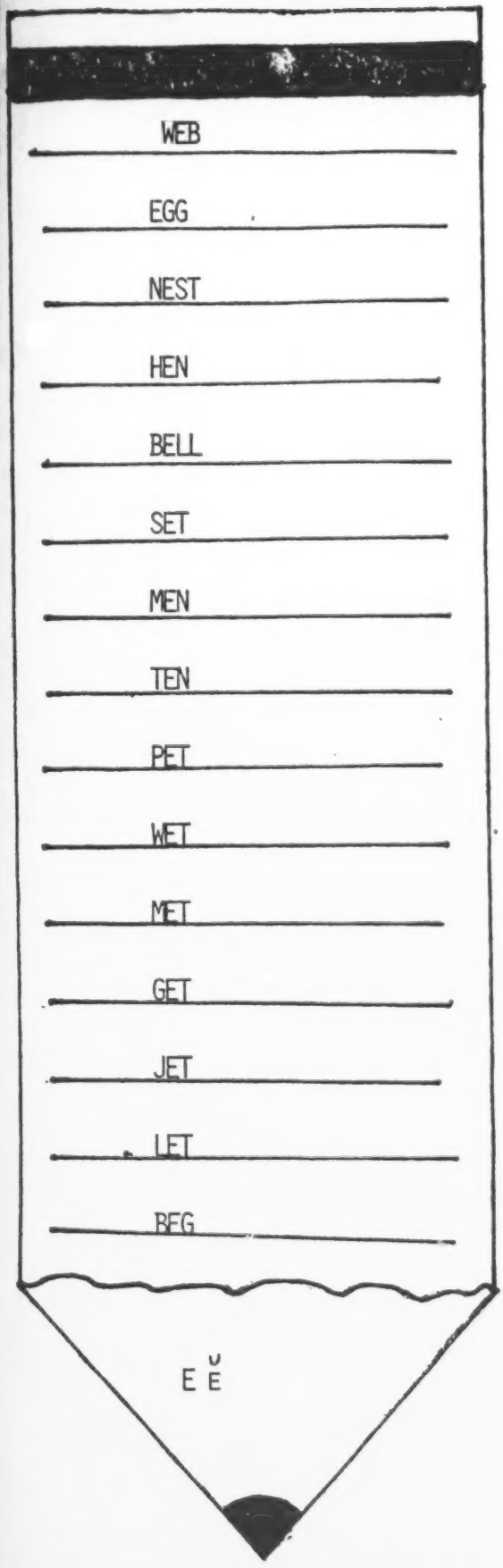
- 62 -

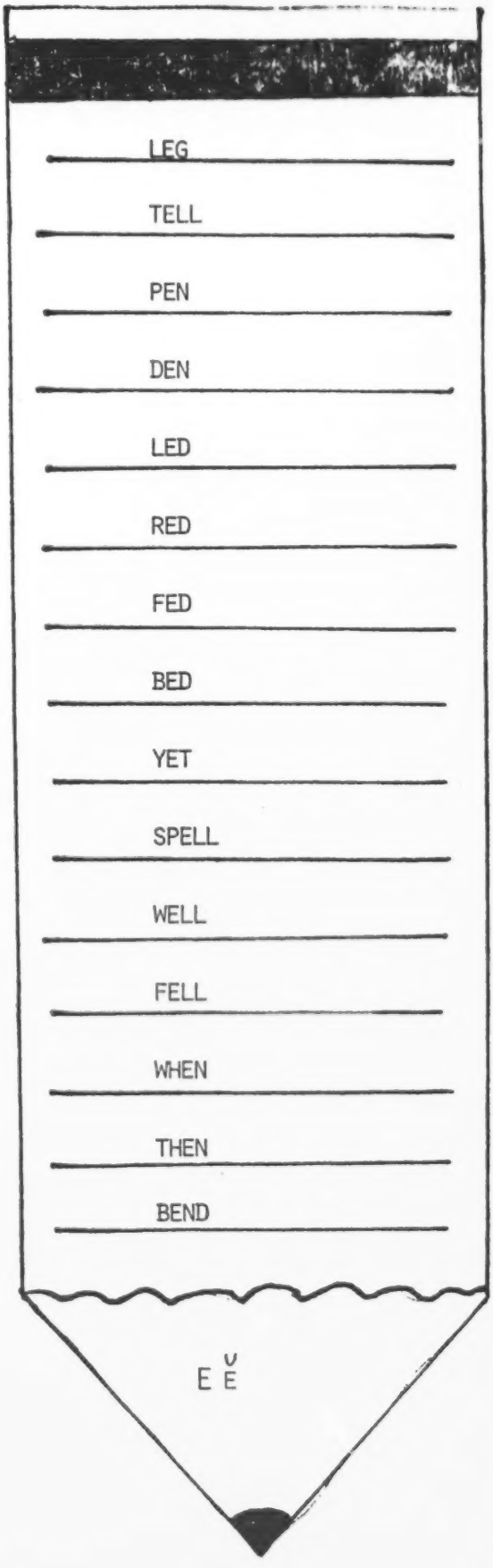
39

date _____ child _____ witness _____ parent _____

S.O.S. . . . . .

S.O.S. . . . . .


WEB
EGG
NEST
HEN
BELL
SET
MEN
TEN
PET
WET
MET
GET
JET
LET
BEG
E E


LEG
TELL
PEN
DEN
LED
RED
FED
BED
YET
SPELL
WELL
FELL
WHEN
THEN
BEND
E E

Route 2 Box 69
West Concord, Minnesota
August 10, 1984

Dear Jane,

Do you ever dream about something you'd like to do someday? For a long time, four or five years, I've wanted to take a long trip on my moped. By a long trip, I mean about 24 miles. Somehow I've never gotten around to doing it and now I've sold my moped. Now I'd like to take the same trip on my bicycle.

Do you know what? This week I'm really going to do it. I'll go to my mother's house for breakfast. My brother only lives one-half mile from her, so I'll go there there for morning coffee. From there I'll go to my sister's farm for lunch. She lives about six miles from my brother's house. I guess if I'm to get home in time for supper I'd better leave her house about 3 o'clock because it's about 12 miles from her place to mine. I'll bet I'll be awfully tired. What do you think?

I believe I should take a thermos of water along. I hope it is not too hot that day and that a big storm doesn't come up. Wish me luck!

Sincerely

Things To Do

1. Study the cards with your mother, father, sister or brother.
2. Now read the letter.
3. Remember to write me a short letter.
4. Now answer the questions.
5. What did I sell? (car, moped)
6. How will I go on my trip? (walk, truck, moped)
7. Who will I visit first? (brother, sister, mother)
8. What will I carry water in? (jar, thermos)
9. Find two 2 syllable words as coffee.
   1. _____ 2. _____
10. Name 2 compound words as someday.
    (2 in one) 1. _____ 2. _____
11. Match the contractions.

I'd	I am
I've	I would
I'll	I have
doesn't	I will
I'm	does not

12. Help me rhyme.
    Off I go on my trip,
    Hope I don't fall and break my ___.

Route 2, Box 69
West Concord, Minn. 55985
June 6, 1985

Dear Mrs. Sathrum,

Been a busy week. Went to a fair, the swimming pool, and school shopping. I got new gray pants and a new hat. We are going to a lake on Friday to swim. I also went to a big church on Sunday. It is the church my mom and dad got married in. School starts in 2 weeks. See you then.

Your friend,
Jane Smith

PARENT'S CHECKLIST

1. Went through: a) new vocabulary ____ 5 points
   b) phonetic elements (save these for review) ____ 5 points
2. Read the letter until quite fluent. You must use your judgement and consider your child's particular delivery. ____ 5 points
3. Answered the questions on the worksheet correctly. ____ 5 points
4. Read the word list of the week until fluent. Do not over-do it. Keep it light. ____ 5 points
5. Did the suggested project and saved. ____ 5 points
6. Wrote a letter to the teacher with the help of a parent. ____ 5 points
7. Put the phonetic cards in a safe place for the next lesson. ____ 5 points
8. Put the word list in a special place for the next lesson. ____ 5 points
9. Read the book from the packet <u>with</u> someone, very carefully, so that I read every word correctly. ____ 5 points
10. Review one or two word lists from previous lessons. ____ 5 points
11. For one extra reward, I read

    (a) _____

    (b) _____ ____ 5 points

    (a) and (b) could be another book, a story from a book, and an article from a newspaper or a magazine.

Total Checks _____ Total Points _____

<u>ONE SURPRISE FOR EVERY TEN POINTS</u>.

This week's helper,

_____

PARENT'S QUESTIONNAIRE FOR THE SUMMER PROJECT

1. For the most part, did you do the weekly packet? Yes ___ No ___

2. If not, when and how often did you do it? Please explain.

_____

_____

3. Did you do the vocabulary cards (word cards) weekly? _____
The phonetic word parts (cards) weekly? _____

4. Did you do the new word list each week? _____
If not, how often did you do it? _____

5. Did you feel the letters were too hard? (remembering that if you did not do the packets weekly that your child's reading skills do slip away from disuse especially if he/she was a first grader.)? Explain _____

_____

6. Did you do a review word list or 2 each week? _____

_____ one review list _____ two review lists

7. Do you think it would have been better to give fewer prizes and of a little better quality? _____

8. What other prizes or rewards would you like to see used in the packets? _____

_____

9. Were the candy and gum popular items f there had been more variety? Yes ____ No ____

10. Did the parent handbook help you in working through the weekly packet? _____

11. Do you feel that working with your child has increased his/her interest in reading. _____

12. Do you think that your child has become a better reader through your effort this summer? _____

13. Has the project made you more aware of your child's learning problems? _____

_____

14. About how much time do you think you spent each week on the packet? _____

16. Please list any problems you encountered. _____

_____

_____

17. Please list any suggestions for improving the packet? _____

_____

_____

_____

Other comments:

Please return this with your child to the one responsible for sending the packet on the first day of school. Thank you.

APPENDIX

REGARDING TABLE OF CONTENTS

The art ideas, particularly for pages 35 through 46, have been modified and are from commonly available teacher materials. The precise sources are unknown.